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ABSTRACT

Contents of this report on a followup of a fictitiously named (Harold County) model project, prepared as a guide in applying for Title III ESEA funding consideration, include the following topics: description of existing program; introduction to Follow Through proposal; special adaptations; objectives of the program; student composition; introduction to the instructional program; educational needs found to exist; instructional organizational scheme; the instructional approaches to be used; proposed follow through classroom organization; a follow through day for Student "A"; anticipated number of staff, their roles and responsibilities; proposed ratio of instructional staff to children; training of staff; ancillary component; community involvement; including parent participation, volunteers recruited, utilized, trained, and supervised, and coordinations with local community action agencies; program evaluation; research design; technical assistance; administration of program; maintenance of effort; dissemination of information; provision for visitation; description of community setting; budget summary; and, the budget itemized. [Page 60 may not be distinctly legible in hard copy reproduction.] (JM)

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A FOLLOW-THROUGH PROGRAM MODEL

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rural isolated schools program

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FOLLOW THROUGH PROGRAM
RURAL ISOLATED SCHOOLS

A MODEL

HAROLD COUNTY, TAPPAN

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HEADSTART FOLLOW THROUGH PROGRAM

HAROLD COUNTY SCHOOL DISTRICT

Manor, Tappan

For O.E.O Use Only

1. File Control Number

2. State Code

3. County Code

4. L.E.A. Code

5. Legal Name of L.E.A. Harold County Board of Education

6. City or Town Manor

7. County Harold

8. State Tappan

9A. Name of Authorized L.E.A. Representative J.S. Goodson
Superintendent

9B. Signature

9C. Telephone (Area Code and Local Number) 106-322-4949

10A. Name of Contact Person (Mrs.) D.C. Stephny

10B. Signature

10C. Telephone 106-322-4949

10D. Date May 31, 1969

DESCRIPTION OF EXISTING "FOLLOW THROUGH" TYPE PROGRAM

A. Description of existing compensatory education programs for grades K, 1, 2, and 3.

Most of the compensatory education funds allocated to Harold County are being used for children who have completed one year of public school work and who have not made satisfactory progress. A diagnostic, corrective reading program is provided for those children who evidence need in grades two through six. Programs in art, music, science, and physical fitness both enrich the program of instruction and motivate students by allowing them to experience success in new and different activities.

An experimental pilot Headstart Follow Through Program was implemented in two first grade classes in target area schools of Harold County during 1966-1967 school term. A teacher aide was assigned to each class. Under the supervision of the teacher, the aide has worked with the Headstart children in special language development experiences, provided opportunities for creative activities, directed special physical fitness activities, and assisted with the preparation of instructional materials and evaluation of pupils progress.

B. Number of children served by grade level in these programs.

The compensatory programs are offered to students in grades one through twelve. 1,275 children benefit directly from these programs. Approximately 700 of the children are in grades 1,2 and 3.

Six hundred students from all grade levels who qualify for compensatory education grants have been enrolled for the two month summer program. Most of these children will participate in the diagnostic, corrective reading program. Experiences in art, music, planned recreation, and science will enrich this program

C. Amount and Source of Program Funding.

Each of the existing programs described are a part of an enriched instructional program made possible through the use of Title I ESEA funds allocated to the Harold County School System. A total of $236,832 was allocated to Harold County for the 1966-67 school term.

FOLLOW THROUGH PROPOSAL

Introduction

There is evidence of need for a Follow Through Program when Headstart children have difficulty adjusting to the public school instructional program; when parents have participated in activities, but do not follow up oh physical, dnetal and nutritional needs of their children; and when opportunities are not provided for first grade teachers and the Headstart staff to plan together for the on-going intellectual, physical, social, and emotional development of each individual child.

This project proposes to provide an opportunity for the Headstart given to the children in the Harold County year-round Headstart Program to be continued and strengthened in their first year of public school. The broad objectives for this program are designed to determine and meet the physical, cognitive, affective, and social needs of all the Headstart children.

Special Adaptation

The Follow-through program model represents a departure from the other projects in at least one major respect; it is couched in Title I format. Follow-through programs were conceived to capitalize on the experiences provided by superior preschool or

Headstart programs. Headstart programs are fundable under the rationale established for Title I projects, and Follow-through programs represent a logical extension of Headstart from the standpoint of funding as well as school experience.

Because none of the rural isolated schools thus far involved with Southeastern Educational Laboratory have elected to qualify for a Follow-through program, this proposal is written for Harold County, an imaginary subdivision in Tappan, an imaginary state.

The remainder of the project however is not only possible but is practical as well. The intent of this model is to provide rural isolated school systems with a Follow-through program pattern. Local systems are encouraged to adjust the elements of the proposal to fit their own needs. The proposal is built, as are all Follow-through proposals on a sound Headstart or preschool program. The proposal seeks, through examination of information collected through Headstart activities, to mitigate the efforts of deprivation as the children begin primary school.

The child's discrete learning problems are diagnosed, his health assured, and specialists are provided to monitor his affective and cognitive development. Parents are involved in the program both as patrons and aides.

In service training is provided both teachers and aides with teachers earning college credit through their participation. Additional workshops are provided without credit.

Evaluation of the program is a responsibility shared by a local university and the Southeastern Education Laboratory. Both will provide consultative assistance.

A. **Objectives of the program:**

1. **To retain and build on the cognitive and affective learnings achieved in the Headstart program.**
2. **To develop within each child a process-seeking approach to problem solving.**

3. To expand the areas of language development, mathematical concepts, and aesthetic and social development.
4. To integrate psychological, social and other pupil personnel services with the classroom activities.
5. To provide a comprehensive mental and physical health program.
6. To provide opportunities for children to participate in cultural and recreational activities of the community and school program.
7. To promote parent participation activities which will improve this ability to communicate with his child, and will develop more positive attitudes toward the responsibilities of child rearing.
8. To modify and broaden the attitudes and behavior patterns of all adults engaged in the Follow Through program.
9. To disseminate information relating to the Follow Through program which will keep the local community, state and nation abreast of the progress and results.

B. Student Composition

Fifty first grade children with one year Headstart experience and fifty first grade children from Headstart background but with no Headstart experience will be served. However, for the purposes of evaluation and a more realistic classroom environment, two hundred sixty additional children will be involved.

Twenty-eight Negro children and twenty-two white children with Headstart background will be served. Ten Negro children and forty white children from Headstart background but with no Headstart experience will be served. The population of Harold County is composed of no other ethnic groups.

The group of Headstart children with Headstart experience and the group of children from Headstart background with no Headstart experience will be equal.

Income		No. Children with Headstart Experience	No. Children With No Headstart Experience
(1)	Under $3,000	25	25
(2)	$3,000 - $5,000	23	23
(3)	Over $5,000	2	2

C. Instructional Program

Introduction:

The program will be developed and implemented in two phases. Phase one, the planning phase, will deal with the employment of personnel, training of personnel, developing and designing the program for the children, refining the research design and evaluation materials, and establishing ways and means of disseminating information. This will begin July 1, 1967, and continue through September 15, 1967. The action phase will begin August 24 and continue throughout the regular school term which will end June 4, 1968. A portion of the staff will continue work through June 30, 1968, to complete the evaluation reports.

1. Educational needs found to exist amoung those children to be served

From close study and observation of children presently enrolled in the Harold County Headstart Program, certain basic educational needs and effects of deprivation have become evident. Children who leave Headstart and enter first grade have yet to overcome low levels of aspiration and self-esteem; underveloped language, cognitive, and perceptual abilities; lack of a sense of autonomy, self-direction, and mastery, limited experiences, and lack of knowledge of appropriate sex roles and behavior in social situations.

2. The instructional organizational schemes

Follow Through Programs will be set up in six first grade situations throughout Harold County. A Learning and Diagnostic Center will be set up to house the administrative and instructional staff to work in the program.

Approximately thirty children, both Negro and white, will be enrolled in each of these classes. In each class will be children with Headstart experience, children from similar environmental conditions but without Headstart experience, middle class children with preschool experience, and children from the middle class without preschool experience. For purposes of research and evaluation and a more realistic living situation, each of these six classes will be matched with a control group comparable in makeup to the experimental class in another area of the county. (See Appendix B). The program coordinator, the staff of the Learning and Diagnostic Center, and a team of observers will be available for work and planning with local school personnel. A diagram of this proposed organizational scheme is shown in Appendix B.

3. Instructional approaches to be used in meeting the needs specified in Number 1 above.

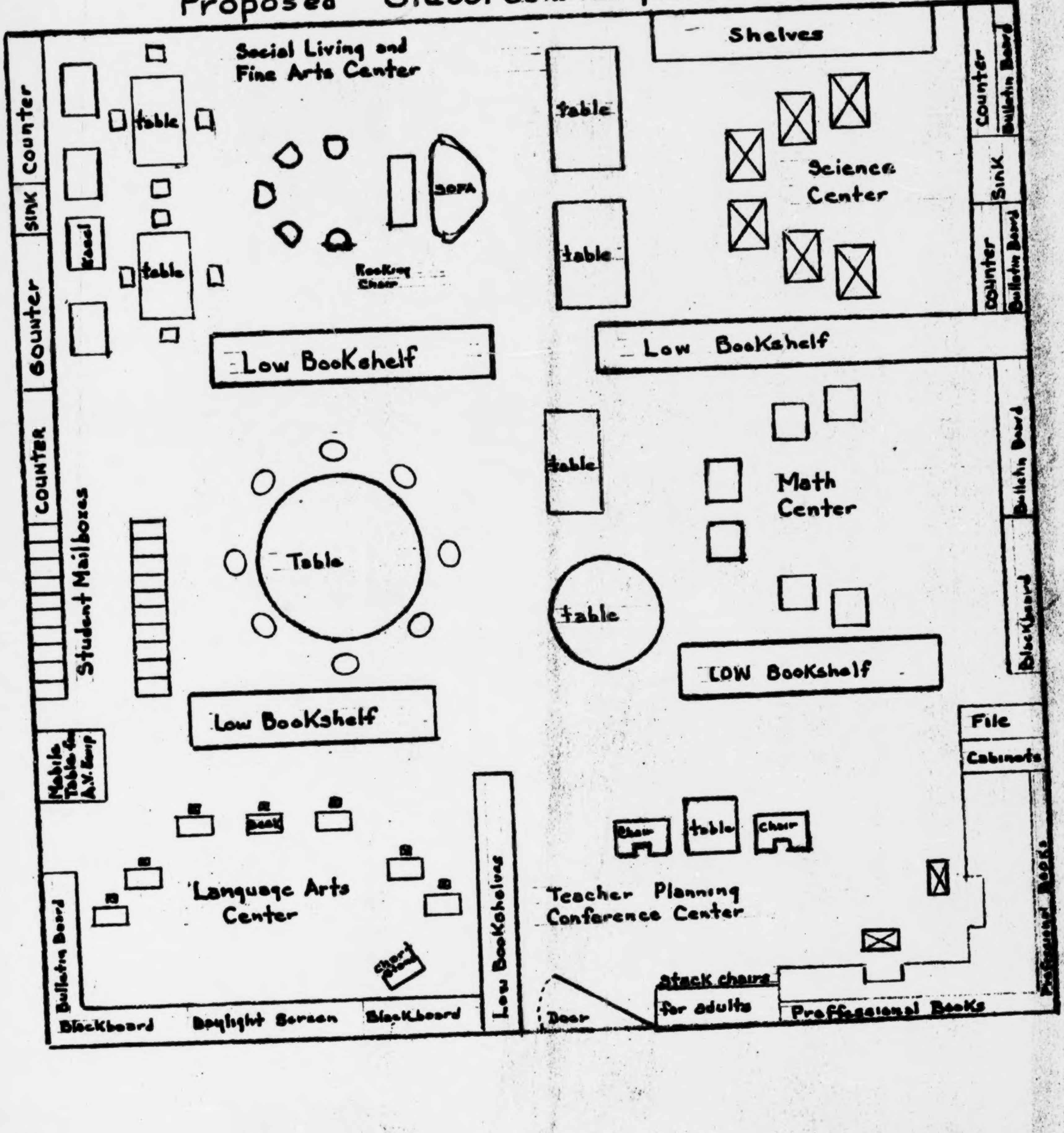
It is proposed that the problems and special needs of individual children be identified early in the planning phase of the program by examination of former records, conferences with Headstart teachers, and some individual testing. Materials, curriculm, and techniques for working with individual children will then be developed by the classroom teacher and specialists in the Learning and Diagnostic Center. The instructional approaches will be flexible in order to provide for adaptations to meet the needs of the children discovered through further diagnosis and classroom observation during the year.

a. Proposed Headstart Follow Through classroom organization.

The diagram which follows gives a proposed picture of a Head-Start Follow Through classroom. This classroom differs from the traditional classroom in that it is divided into learning centers. One does not see the usual rows of desks with the teacher's desk in front and the students all facing it. This classroom is to be child oriented and is planned for the comfort and learning advantages it will provide for the child.

One enters the classroom through a door at the bottom of diagram. To his right he notices a small Teacher Planning and Conference Center. In this center are two built-in desks with book shelves above, housing professional books. Two large file cabinets contain pertinent information concerning

Proposed Classroom Organization


Social Living and Fine Arts Center
table
table
SOFA
Rocking Chair
Easel
Counter
Sink
Counter
Counter
Student Mailboxes
Low Bookshelf
Table
Low Bookshelf
Mobile Table for A.V. Equip
Shelves
table
table
Science Center
Counter
Bulletin Board
Sink
Counter
Bulletin Board
Low Bookshelf
table
Math Center
table
Bulletin Board
Blackboard
LOW Bookshelf
File
Cabinets
Desk
Language Arts Center
Chart Stand
Bulletin Board
Blackboard
Daylight Screen
Blackboard
Low Bookshelves
Door
Chair
table
Chair
Teacher Planning Conference Center
stack chairs for adults
Proffessional Books
Professional Books

the children in the room. Two medium-sized conference chairs are provided for the use of parents or other persons who come in for a conference. A small table placed between the chairs has literature on it concerning child growth and development.

To the left of the entrance is the Language Arts Center, the hub of this busy classroom. Two low bookshelves, one containing basic reading and writing materials for each child and the other containing supplementary language arts materials, border this center. Eight pupil desks (small tables which are flat and which can be easily moved and rearranged) are located in a semi-circle on an indoor-outdoor piece of carpeting. These face a wall of blackboards with a daylight screen which can be pulled down when necessary. A chart stand and a moblie table storing audio-visual equipment such as a tape recorder, filmstrip projector, record player, and overhead projector are also located in this center.

As one leaves this center he proceeds to the Recreational Reading Center. A round table and six chairs are found here. These are placed on a piece of indoor-outdoor carpeting. A low bookshelf contains books on many topics. The purpose of these books is to supplement the learnings the children are discovering in all areas of their work.

Immediately to the left of the Recreational Reading Center is a double row of shelves with a walk way between. These shelves serve as student mailboxes, and the pupils keep their special possessions here.

Leaving the mailbox area,one enters the Social Living and Fine Arts Center. A sink bordered by counter space is located against the wall. Under one section of counter are shelves to house paper to be used in art. Under the other section of counter one finds art supplies such as crayons, paint, yarn, scissors and paste. Four small easels are set up in this section and two tables with room for four children at each are found here. Windows form one wall of this section. The social living section contains a small sofa and four rocking chairs placed around a piece of indoor-outdoor carpeting. The bookshelf dividing this section from the Recreational Reading Center contains rhythm band instruments and small sets of plastic dishes for serving refreshments.

As one moves across the room he enters the Science Center. The bookshelves under the window store materials collected in science during the year. The window sills are filled with different varieties of plants the children are growing. A sink and two work counters are located against the wall. Above the counters are two sections of bulletin board. A low bookshelf contains basic and supplementary science materials. Six student chairs and two tables are found here.

The Math Center is the next section one enters. Eight student chairs and two tables are found here. A bulletin board and blackboard are aginst the wall, and the bookshelves to the left house basic math materials while those to the right house supplementary math materials. A counting frame on wheels is found in this area.

One now finds himself at the Teacher Planning and Conference Center. He sits down and discusses the work his child is doing with the teacher and aide. He comments on the miniature scale of the furnishings in the room and on the way the children move from one area to another without causing a disturbance. He is fully convinced that his child is receiving a real follow-through experience and that his time spent in Headstart will not be lost.

b. A Follow Through Day for Student "A"

Student "A" comes bouncing into Mrs. X's Headstart Follow Through classroom at 7:45 a.m. She is not the first student to arrive but is among the early arrivers. There is no hesitation on her part to enter the room because here is a place she feels is really hers. She is eager to pick up where she left off yesterday and discover some more things about the fascinating world of which she is a part.

The aide greets her at the door and ushers her over to the student mailbox area. Here she deposits the things she has brought from home and picks up her own special envelope. She can hardly wait to see what exciting adventures await her today. In the envelope are special materials and instructions concerning her activities for the day. She accepts the challenge presented to her, and before the end of the day will have completed the tasks set before her.

She immediately goes to the Language Arts Center and sits down with two other students who are reviewing some work on beginning sounds. The teacher is helping them with this, and the children actively participate. After ten minutes of concentrated drill and review, both the teacher and the students feel confident that they really know the difference between a beginning "b" and a beginning "d".

Many other students are arriving now, and Student "A" goes to the Social Living Center to join them. The aide has brought in milk, juice, and biscuits. The children sit down at the tables and enjoy their snack while talking with the other children about the happenings they have experienced since they were last together. The talk is lively, entertaining and informative to the observer. As Student "A" finishes her snack she clears her spot at the table and deposits her cups and napkins in a trash can. Another child then comes to the table and has his snack.

Student "A" goes over to the Science Center to see if the morning glory she has planted has sprouted. The expression on her face leaves no room for doubt in the observer's mind. The little tip of the sprout has popped through the soil and Miss "A" dances with joy. She gets the watering can and gives the plant a little water and turns it in the window. She then goes over and picks up a science book and leafs through it until she finds the pictures about plants beginning to sprout. She studies these pictures to see what she should next expect her plant to look like. She also checks to be sure she knows the best way to take care of her plant. She is looking forward to the day in the near future when she and some of her other friends can transplant their plants to the garden behind their classroom. The morning glories will be planted against a trellis right outside their window, and the boys and girls coming to the Headstart program will be able to enjoy the flowers all summer. The aide comes and tells the seven children in the Science Center that it is time for them to go to the Math Center. The teacher is awaiting them there, and as soon as they are seated she introduces the Math lesson for today. The children are working on simple addition procedures. The teacher uses the blackboard and the counting rack to show the children how the numbers go together. She then leaves these children with the aide and goes to the Language Arts Center where she will spend most of her morning and a good part of the afternoon. The aide passes out the workbooks to the children, and they work on some simple addition problems. The children do this work on lap boards. As they finish this work, they go to the tables and play some arithmetic games.

Now it's time to go to the gym for a short period of physical fitness. The aide takes all of the children in the room for this period. The physical education resource teacher has worked closely with the aide, and the children look forward to this period. An observer is amazed at the eagerness which these children exhibit while performing the exercises. The teacher uses this brief time for a break to catch her breath and relax for a few minutes.

When the children return to their room, eight of them go to the Language Arts Center. Student "A" is among the students in this group. The teacher works with these children until time to go to lunch. The children are reading in their primers.

The teacher builds interest for the story of the day and guides the children through directed silent reading of it. Following a discussion of the story, the students view a film-strip concerning beginning sounds. The teacher works with the group to be sure each child knows the sounds presented.

Lunch time is here, so all the students wash their hands and get ready to go to the cafeteria. The children go through the line without any trouble and sit down at the tables. The tables have a different centerpiece every few days. The parents have prepared these in their workshop sessions. The centerpiece today is new and creates much conversation. It is a basket of artificial fruit with the names of the colors written on each piece of fruit. The children are all eager to show the others how well they can read the words. The lunch is nutritious and well-balanced, and the children seem to enjoy it. They have enough time to eat their meal in a leisurely manner and to enjoy talking with one another. After returning back to the room it's time for a few minutes of rest. All of the children gather in the Social Living and Fine Arts Center. The aide plays a record of soothing music, and then the children sing some of the favorite songs they have learned. The aide then reads them a short story.

Student "A", along with the other children who had reading with her earlier in the day, now goes to a table to work on two mimeographed exercises dealing with the beginning sounds she had studied earlier. The aide is available to answer any questions that may arise. When this work is completed, it is put in the envelope that she picked up that morning.

A group of students, including Student "A", proceed to the Language Arts Center again. They spend a period of time working on handwriting skills. The teacher uses the blackboard for all illustrative purposes. The students are eager to talk about the table arrangements and are given an opportunity to make sentences about these. These sentences are then used for both reading and handwriting practice.

Following this period,the teacher takes all of the students in the room to the playground for a few minutes of recreation. The aide uses this period for a breather.

When the students return to the room, Student "A" goes to the Fine Arts Center and gets clay. She wants to try to model some pieces of fruit like those on the table at lunch time. She works with this for a little while, with the parent volunteer giving her encouragement. She then decides to go to the Recreational Reading Center and look for a book with pictures of fruit in it. The parent volunteer helps her.

The regular school day is now over and most of the children are going home. Student "A" will stay here for another hour because her parents don't get off from work until later,and nobody would be home when she got there. A Neighborhood Youth Corps worker has come in to be with these children. This is Student "A's" day to serve the juice to those who are staying in the room. They go to the Social Living Center and pretend that they are having a tea party. Student "A" uses the small plastic dishes for serving. The paper cups are thrown away and the plates are taken to the sink to be washed and dried. The Neighborhood Youth Worker supervises this, and all the children join in.

Student "A" spends the rest of her time looking at the pictures in a magazine and cutting out some pictures of fruit. She puts these in her envelope and places it in her mailbox.

She leaves with a feeling that she has really accomplished things today. She can hardly wait to tell her family all about it. As she walks out the door, she notices the teacher and aide busily working on plans for tomorrow. She wonders what wonderful experiences they are planning for her.

4. Anticipated number of staff for each type of position:

a. For effective implementation of the proposed Follow Through plan, the following staff is anticipated:

Position	No.	Education	Experience	Finance Source
Coordinator	1	Preferably M.Ed.	Extensive work in early childhood education	Follow Through
Classroom Teachers	6	Minimum of B.S. in Elementary Education	Minimum of 3 years teaching experience and special training in working with disadvantaged children	Board of Education
Teacher Aides	6	Enrolled in college courses leading to B.S. degree in Elementary Education	Special training in child growth and development and techniques for working with disadvantaged children	Follow Through
Observers	10	Enrolled in college courses leading to B.S. degree in Elementary Education	One year's work in Headstart program and extensive training in observation	Follow Through
Parent Coordinator	1	High School Diploma or equivalent	Participation in Headstart parent activities	Follow Through
Speech Therapist	1	Minimum of B.S.	Training in speech therapy and at least one year's work in field	Follow Through
Psychologist	1	M.Ed.	Work with children experiencing learning difficulties	Follow Through
Social Worker	1	Preferably M.S.W.	Minimum of three years in social work	Follow Through

Position	No.	Education	Experience	Finance Source
Part-time Physician	1	M.D. or Intern in Pediatrics		Follow Through
Public Health Nurse	1	Preferably B.S. Minimum Graduate Nurse with orientation to Public Health	One year's experience in public health	Follow Through
Resource Teachers	5	B.S. Minimum	Minimum of 3 years teaching experience with special training in area of concentration	Follow Through
Secretary	1	High School Diploma	General Office Work	Follow Through
Bookkeeper-Secretary	1	High School Diploma and business education	Bookkeeping and general office work	Follow Through

b. Role Responsibilities of Follow Through Staff Members.

(1) Follow Through Coordinator

(a) Give general supervision to all staff activities in each of the Follow Through centers

(b) Plan with staff for all duties and responsibilities.

(c) Plan and arrange for in-service training

(d) Work with the Parent Coordinator in planning and arranging for parent activities, committee meetings, and volunteer help

(e) Work in cooperation with the Director of Insturctional services, Board of Education, and Superintendent of Schools in successfully carrying out the program

- (f) Meet with civic, professional, and other community groups and prepare communications for release to news media
- (g) Coordinator research activities.

(2) Classroom Teacher

- (a) Work cooperatively with the Follow Through Coordinator and school personnel in planning the program and all other related activities
- (b) Plan cooperatively with aides and volunteers the responsibilities of each person
- (c) Plan curriculum and supervise all instructional activities involving the children
- (d) Assist in planning for and actively participate in all in-service opportunities
- (e) Assume responsibility for keeping homeroom clean, attractive, and well organized
- (f) Prepare and keep up-to-date a record of each child
- (g) Prepare and make reports to the Follow Through Coordinator and other administrative staff
- (h) Help interpret program to the public

(3) Teacher Aides

- (a) Work cooperatively with the classroom teacher, the Follow Through Coordinator, and all other staff members

(b) Plan and carry out the program and activities planned cooperatively to support the classroom teacher

(c) Participate in all in-service training

(d) Assist the classroom teacher in the preparation of reports, children's files, program of parent involvement, and other activities involving records as the need arises

(e) Assist in keeping the total environment clean, attractive, and well organized

(f) Assist with planning so that children are under supervision at all times

(g) Help in explaining the Follow Through Program to the general public

(4) Observers

(a) Accept case load of ten Follow Through children for detailed observation of mental, physical, social, and emotional growth. The observer will concentrate upon one of these children each day, covering every child during a two week period.

(b) Share observations with staff members working with child

- (c) Refer children who have specific needs or problems to specialists on the staff
- (d) Make suggestions as to special materials or techniques of instruction that might be effective for the child
- (e) Prepare reports to be used in evaluation of pupil progress and Follow Through Program.

(5) Speech Therapist

- (a) Screen each child in Follow Through Program to determine those who need speech therapy
- (b) Diagnose speech or hearing difficulty
- (c) Provide for individual and/or group therapy. (no more than five students will be enrolled for group therapy)
- (d) Keep adequate records of testing, case history, and therapy
- (e) Report regularly to teachers, administrators, and parents regarding pupil progress and the therapist's activities
- (f) Make recommendations concerning other identified needs of children.

(6) Parent Coordinator

- (a) Work in cooperation with Follow Through coordinator and parents of Follow Through children in planning and conducting parent activities and encouraging parent participation

(b) Act as chairman of Parent Advisory Committee.

(c) Help interpret program to parents and general public

(d) Assist families in utilization of community agencies

(e) Serve as representative of parent group to Follow Through staff.

(7) Resource Teachers

(a) Diagnose special learning difficulties of children.

(b) Plan with classroom teacher for development of materials, techniques and curriculum for individual children

(c) Make available to classroom teacher supplementary and enrichment materials for various areas

(d) Plan and carry out in-service training for staff

(e) Assist in classroom instruction.

(8) Other Staff Members: nurse, part-time physician, social worker, and psychologist (Refer to Section D, 1, 3, 4).

5. Indicate the proposed ratio of instructional staff to children.

In each experimental class, thirty pupils will be placed, one classroom teacher and one aide. In addition to this staff, the six experimental classes will receive services of the project coordinator, five resource teachers, a psychologist, and speech therapist. It is also anticipated that parent volunteers will be involved in instructional activities on a continuing basis. These services will be provided primarily for the Headstart (children with one year experience) and Non-Headstart (Headstart background, no Headstart experience) children. The staff employed for each classroom including the resource staff will give a teacher-pupil ratio of approximately 1-10.

6. Training of Staff

This project is designed in such a manner that it will evolve from the planning phase into an operational follow-through program.

a. Planning Phase. (July 15-Sept 15). All professional staff will participate in in-service activities August 1 - 15. Training during this time will include a two week intensive training session for the observers, teachers, and aides, in techniques of observation and procedures for gathering, summarizing, and reporting data. This workshop will be held in Harold County under the direction of Dr. Walter Nelson, Professor, University of Alabama. He will be assisted by staff members from Southeastern Education Laboratory.

The other two weeks will be spent in planning a program for each child in the Experimental group. This will include an examination of Headstart files, perhaps testing the children who have not been enrolled in Headstart but from that background, and designing a proposed program of instruction for each child. The project coordinator, selected Headstart staff, nurse, social worker, parent coordinator, psychologist, and the curricular resource teachers will participate. Consultants from the State Department of Education and the Region XI training Officer, Mrs. Lois Springer, from the University of Tappan, Southeastern Education Laboratory, along with selected members of the research team, will direct this endeavor. At the end of these four weeks of training, staff members will be involved in activities planned by the Harold County School System and assisted by Southeastern Education Laboratory in preparation for the beginning of the 1967-68 school term. Dr. Geraldine Moore, Mental Child

Handicaps Specialist, State Department of Health, and also be involved along with the local Health Department staff.

A program for parents who will begin their training as volunteer aides will be held the week of August 15. Special consultants will conduct this program. Southeastern Education Laboratory's Home Community Component Staff will assist in this endeavor.

b. The Operational Phase. (September 15, 1967 thru June 30, 1968).

During this phase of the program, opportunities similar to those designed for the planning phase will continue for both the professional staff and the parents. The professional staff will also be included in the regular in-service activities for the school system. This will include an opportunity to take additional courses for college credit, as well as non-credit workshops. For example, credit courses will be offered in reading, child growth and development, and guidance during the school term by the University of Tappan College of Education in Skipwith. An example of workshop-type opportunities will be planned to strengthen teaching skills in reading, art, music, and science, utilizing Title I, ESEA funds.

Special training sessions will be planned for the Follow Through Staff in Child Growth and Development. The University of Recorcase and Chaucer College will be invited as consultants to conduct these sessions. Special consultative help will be provided by selected staff members from the University of Tappan's Research and Development Center, Southeastern Education Laboratory and by the State Department of Education.

Regularly scheduled in-service work sessions will be held by the Follow Through Staff for the purpose of reviewing information about individual children, planning and/or modifying the program of instruction and evaluation as well as general administrative matters.

It is anticipated that the equivalent of twenty days during the school term will be spend in training sessions, or in-service type activities. Some of these sessions will of necessity be held on Saturdays.

Detailed plans for all training sessions and in-service activities will be developed early in the planning phase of the project.

D. Ancillary Component

1. The Health Component

To meet the objective of providing comprehensive mental and physical health and an adequate nutritional program, the health services to be provided in the Follow Through Program will include:

a. Routine physical examinations and dental examinations

b. Laboratory Tests

(1) Hemoglobin

(2) Urine

(3) Phenylketonuria

(4) Intestinal Parasites

(5) T.B. Testing with x-ray as needed

c. Immunization Survey with the following required for participation in the program:

(1) D.P.T. - Diptheria, Whopping Cough, Tetnus

(2) Small Pox

(3) Measles

(4) Polio

d. Screening examinations periodically with a follow up, definitive examinations as needed for:

(1) Vision

(2) Hearing

(3) Nuisance illnesses as scabees, impetigo, pediculosis

    - (4) Nutritional problems
    - (5) Dental
- e. Psychological testing as indicated for:
    - (1) Emotional disturbances
    - (2) Dyslexia
    - (3) Brain damage
    - (4) Psychotic manifestations
    - (5) Retardation
- f. Emergency care for illness and accidents occurring while at school, with follow up nursing visits to the home as needed.
- g. Provision for correction of defects identified through:
    - (1) Full time nursing service
    - (2) Part time medical service
    - (3) Psychological services
    - (4) Use of established community resources
        - (a) Local Medical Society
        - (b) Community Mental Health Clinic
        - (c) Health Department
        - (d) Volunteer Health Agencies
            - (1) Tuberculosis Association
            - (2) Heart Association

            - (3) Cancer Association
            - (4) Mental Health Association
            - (5) Crippled Children's Society
            - (6) Birth Defects Association
            - (7) Lion's Clubs (Vision)
        - (e) Family & Children's Services
        - (f) Project funds

h. Health Education for Follow Through students and families with special emphasis on the normal growth and development of the preschool and primary child. This will be accomplished by:

- (1) Consultation services and in-service education to teachers and aides
- (2) Programs with parents
- (3) Establishing resource library of pamphlets, films, health periodicals and tapes
- (4) Using Community Agencies such as:
    - (a) Home Economics Departments
    - (b) Home Demonstration Clubs
    - (c) Dairy Council
    - (d) Nutritionists, Health Department
- (5) Cooperative planning for projects and field trips with teachers and staff to promote healthful living

i. Environment surveys for health hazzards and accident prevention

j. Conducting of health surveys of the families involved to identify total health patterns and needs

k. Maintenance of health records and reports with annual or quarterly summary for evaluation and review

l. Home visits by Nursing Staff to identify family and individual health needs, to acquaint families with health resources, to teach and demonstrate, and to coordinate health problems and needs with other family and community needs

m. Providing orientation to Family-Centered Community Nursing Training Center.

2. Nutrition Component

Services to be provided include nutritional and appealing breakfasts to be served to those children who arrive at school without breakfast. Follow up visits will be made to determine the family's dietary pattern and to encourage them to include daily nutritional requirements. A healthful and enjoyable snack will be served during mid-mornings to give the children added nourishment and an opportunity to socialize with their peers and teachers. Hot lunches with much emphasis on variety will be served. During all three of the periods mentioned, the teachers will place emphasis on helping the children learn about different kinds and types of foods. An atmosphere of enjoyment and relaxation will be promoted.

Through the help and cooperation of local services, the classroom teachers will plan educational opportunities for the children concerning nutrition and its benefit to good health. Field trips such as those to local and near-by food outlets will be made; guest speakers will visit the classroom; audio-visual aids will be a regular part of the classroom activities; and interesting and varied units of study will be planned and carried out, e.g., simple experiments such as hampster feeding, projects, plant growth, "Watch Me Grow."

It is also proposed that the parents take an active part in the nutritional program of the classroom by attending regularly scheduled workshops and lectures given by the County Home Demonstration Agent, members of the Harold County Health Department, and other local resource agencies. For example, Consumer Education in planning low cost but nutritionally adequate meals, and classes in food preservation, using foods when plentiful on the market. The parents will also be given helpful materials concerning nuitrition and its importance to adults, as well as to growing boys and girls. They will be able to take an active part in their children's activities by attending programs in the classroom, accompanying the teachers and children on field trips, and viewing movies, film strips and the like. They will also be invited to eat at the school many times throughout the school year.

Each parent will be encouraged to make meal time for their families a healthful and enjoyable period of the day.

3. Social Service Components

Counseling services for parents and children with a psychologist, sociologist or other trained professional person will be arranged by the Follow Through Coordinator when needed.

Utilizing the services of the public health department, home demonstration clubs, home economic teachers, and Follow Through staff members, parent education activities in the fields of health, hygiene, cooking, sewing, budgeting, and academic work will be planned.

Emergency aid service to be provided will include financial aid, clothes transportation, and food for families who might need temporary help. This will be very carefully supervised in connection with the Health Department and Department of Family and Children's Services.

The referral service will be conducted by a social worker or other trained personnel. When need for a referral is indicated, contact with parents and other community agencies involved will be made. When the evaluation is completed, the social worker will begin follow up activities.

Home visitation programs will involve teachers, volunteers, aides, and parents, with referrals to social service persons for additional visitations. Careful records will be kept on visits so that social workers will be familiar with the circumstances concerning the family.

Coordination plays a vital part in the educational process. It must be maintained through inter-communication of all agencies, resources, and people involved.

Community agencies to be utilized and an example of the kind of service to be provided by each are listed below:

a. Harold County Department of Public Health - orientation of Follow Through nurse to public health nursing
b. Family and Children's Services-Conferences with social worker concerning families of Follow Through children

c. Home Demonstration and County Agents - Sewing classes for parents

d. Local Parent Teacher Association - Send representative to Follow Through Advisory Committee

e. Salvation Army - Emergency aid service

f. Missionary Storehouse-Emergency aid service

g. Local church organizations - Emergency aid service

h. Neighborhood youth Corps - Assist any members of Follow Through Staff as directed, e.g., tutoring

i. Future Teacher's of America -Work with classroom teacher as directed

j. Home Economics Classes - Make doll clothes, puppets, etc.

4. Psychological Services Component

A trained psychologist will be employed to work with this project. The psychologist will work with the children, the parents and the staff. He will begin his work with the principal, teachers, aides, and observers prior to the opening of school. During this time, the principals, teachers, aides, and observers will be alerted for behavior patterns to be expected and to those which appear to be out of the ordinary. Referral procedures for notifying the psychologist of children who need special attention will be outlined. Periodically during the year, the psychologist will work with the principals, teachers, aides, and observers in in-service sessions and individually concerning specific students. The psychologist will work with parents as a group and also individually on specific difficulties concerning their children.

The psychologist will spend some time working on evaluation of the pupils and in planning and writing reports concerning children with whom he has worked.

The approximate percentage of time spent on each type of activity will be as follows:

In-service work - parents and staff	- 1/4
Work with Children	- 1/2
Office Work - Planning and writing reports and evaluation	- 1/4

5. Other pupil services component

The Follow Through Program will be given support by the Division of Pupil Personnel Services. The Director of Pupil Personnel Services will lend assistance with staff recruitment. The Visiting Teacher, who counsels with parents, will work with the team when it seems appropriate. The homebound teacher employed by the Harold County Board of Education will be available when homebound services are needed. The speech therapists employed by the county will be available for special conferences. The Headstart nurse and social worker will be available for consultations.

A nearby Mental Health Clinic and Team Evaluation Center and a diagnostic center (which does a complete physical and psychological work-up on students experiencing difficulties) will be abailable as resource centers for the project.

E. Community Involvement.

Community acceptance and support of the Headstart philosophy will be reflected in the degree to which Headstart involvement is followed up in the Follow Through Program.

1. Parent Participation.

Many activities specifically designed for parents are proposed as a part of the Follow Through Program. A primary means of promoting parent participation will be well-planned monthly parent group meetings. Parents will be included in planning meetings of interest to them. Parent workshops, where parents can assist in preparation of materials, are also planned. Another way of encouraging parent involvement will be through family trips and similar experiences that promote family activity. The fourth means of parent participation will be through classroom involvement. This will be a way of helping parents to continue in their home those activities and practices that will provide an atmosphere conducive to learning.

Community agencies will be utilized in planning and implementing special activities for which parents have indicated a desire.

A parent advisory board with two members from each Follow Through center will be established. The program Coordinator and Parent Coordinator will serve as advisory to this group. The function of the parent advisory board will be to assist in planning and constructing parent activities, to help families utilize existing community agencies and to assist in overall policy making with representatives on the Headstart Follow Through Advisory Council.

If no transportation for parent activities is available, transportation will be provided. Baby sitting services for small children will be available when needed. The Neighborhood Youth Program Coordinator will provide students to serve in this capacity.

Realizing that some parents whose children participated in past Headstart programs will not be included in the experimental group of Follow Through, special orientation for these parents will be conducted by the advisory council.

2. Indicate how volunteers will be recruited, utilized, trained and supervised.

The primary means of volunteer recruitment will be through home visitation and appeal to community organizations and church groups. Volunteer services will be utilized in conducting parent activities, preparation of materials, and actual classroom activities.

Special programs for parents and other volunteers before or soon after the beginning of the school terms will be planned to enable parents to gain an understanding of Follow Through objectives and to encourage their participation. The classroom teacher will assume responsibility for further planning, guidance, and supervision of specific duties performed. The project coordinator will give general supervision to all volunteer services.

3. Coordination With Local CAA

An advisory council which will assume an advisory role and offer suggestions and assistance in the planning and operation of the Follow Through Program will be composed of representatives from the following groups: local community action agencies, neighborhoods of Follow Through centers, school principals classroom teachers, Parent-Teacher Council, Public Health Department, Family and Children's Services, Harold County Board of Education, medical and dental associations, and local civic organizations. Other members of this council will be the director of instructional services for Harold County Schools, city recreation director, County Commissioner of Roads and Revenue, and Headstart Coordinator. It should also be mentioned that the Harold County Superintendent of Schools presently serves as a member of the Southeast Tappan Economic Opportunity Authority, Inc.

4. Utilization of Community Resources

Local Department of Health, Family and Children's Services, recreation, medical and dental associations, parent teacher organizations, and civic and church groups will be involved in the Follow Through Program. Many of these agencies will provide the services outlined in Section III.D. and assume an advisory role in planning and implementation of the program.

F. Program Evaluation and Research

As described in Section III.A., the general objectives of this proposal are to (1) maintain the overall developmental gains made by the children through previous Headstart programs, (2) facilitate the total developmental approach toward the education of young children in the local communities. These objectives will be evaluated both informally and formally through a program of research.

The informal evaluation will be an on-going process and will consist of analysis of Headstart records, certain portions of research findings, observation reports, teacher evaluations, opinion and attitude questionnaires, individual cumulative records, and an analysis of results obtained from standardized tests. A more detailed plan of informal evaluation will be spelled out during the planning phase.

The formal research evaluation will be conducted by the Southeastern Education Laboratory. The professional training of the researchers includes child development, family sociology, social psychology, psychology, family economics, and nutrition. A more complete description of the individual research projects and the professional personnel involved is found in Appendix A.

Briefly, however, the formal research program will consist of studies comparing Headstart children with Non-Headstart children, both before and after follow-through experiences, with respect to selected aspects of achievement, cognitive functioning, curiosity, social maturity, problem solving strategies, and nutritional status. Studies will also be made of parental educational and occupational aspirations for their children and of the congruence of children's, teacher's, and parents' perceptions of themselves with each other.

The Harold County Board of Education will contract the formal research proposed in this project with a selected faculty research team at the University of Tappan.

G. Research Design

Six Follow Through experimental classes (Headstart) will be set up throughout Harold County. Each of these six experimental classes will be matched with a control group, (Non-Headstart) comparable in make-up in another area of the county. Contractual arrangements will be made with a selected faculty research team at the University of Tappan and Southeastern Education Laboratory for the formal research aspect of this proposal.

H. Technical Assistance

Individuals or groups discussed in this section are those with special competencies or skills who would be used on an advisory or consultative basis.

The Tappan Department of Education, the Office of Economic Opportunity (local, state, regional, national), the Office of Health, Education and Welfare, The Southeastern Education Laboratory, the University of Tappan, the University of Shattelburg, Chaucer College, and the University of Percorease will all be called upon to furnish technical assistance in the on-going planning and development of this program. Curriculum specialists, nutritionists, psychologists, sociologists, evaluators, and people to serve in a general advisory capacity will be needed. For example, a "top level" technical advisory committee composed of representatives from all agencies cooperating in this program will be set up to work with the local advisory council. A request will also be made by the local agency for one person to serve as their representative from HEW and one person to serve as their representative from OEO. This would assure the local agency of better coordination and serve to expedite matters of urgency.

Detailed planning to secure the help of individuals mentioned above will be developed during the planning phase.

I. Administration of the Program

All programs of public education in Harold County are under the jurisdiction of the Harold County Board of Education. The superintendent of schools is the chief administrative officer and will serve as such in the Follow Through Project. In addition to assuming responsible for administrative decisions, he will serve in an advisory capacity for curriculum development and content as well as for the detailed dissemination of information.

The Business Manager of the Harold County School System will serve in an advisory role in purchasing and general budget matters.

The Director of Instructional Services for the Harold County School System will serve as program director. She will assume responsibility for implementation of the program. She will also serve in an advisory capacity to the Follow Through Coordinator, a full-time employee, in all matters pertaining to the Follow

Through Program. The project director will keep the Harold County Board of Education and the Superintendent of Schools abreast of progress and activities, and provide opportunities for other school personnel to be involved in the Follow Through program. She will assist in providing an open door polity in the school system which will allow for visitation by interested persons. She will serve as a member of the "Top-Level" Technical Advisory Committee and the Harold County Headstart Follow Through Committee. She will engage the professional staff in an intensive study of findings which should point toward some modification of the present school program. She will assist in the dissemination of information accrued as a result of the study.

The Follow Through Coordinator will assumer over-all administrative responsibility for effectively implementing all phases of the program as proposed. He will work cooperatively with the Superintendent of Schools, the Director of Instructional Services, and the Business Manager of the County School System in decision-making matters. He will assume a leadership responsibility in establishing the "top level" Technical Advisory Committee. He will serve as a member of this committee in an advisory capacity.

Matters pertaining to state and national policy would involve certain persons in administrative positions at the state, local, and national level. For example, it is conceivable that some legislative proposals might be developed as a result of the findings accruing from this study. If such were to arise, it might become necessary to work with legislative representatives, especially at the local level.

J. Maintenance of Effort

On May 19, 1968, the Board of Education unanimously adopted a Headstart Follow Through proposal which called for the expenditure of additional funds for children who might be involved in a Headstart Follow Through Program, if such a proposal were funded by the federal government. Furthermore, the Harold County Board of Education's budget for the 1968-69 school year has been prepared, and it calls for an equal expenditure of funds for all children in the public schools. A letter from the County School Superintendent signed jointly by the Board of Education guarantees the Board's support for using all funds secured as a result of a Follow Through Headstart project in addition to the amount granted in the budget.

K. Dissemination of Information

One of the major responsibilities of a subcommittee of the Harold County Headstart Follow Through Program Advisory Council will be that of planning for the dissemination of information relating to the project. This committee will be organized, and their plans developed, during the planning phase of the program. However, it is proposed that all local news media be involved to the extent that continuing coverage will be guaranteed in the daily and weekly newspapers and local radio station.

These will include local, state, and out-of-state news media. The Harold County Tribunal is a local weekly paper. The Tappan Journal and Consititution, which covers a portion of this county, is published in Jordan and distributed to this part of the state. The Shattleburg Times, Journal, and News are published in Shattleburg, Pecorease, which is adjacent to Harold County at the Tappan-Pecorease state line. The local radio station has an on-going program of information concerning the public schools. They will publicize activities in the Headstart Follow Through program. There are two television stations in Shattelburg Pecorease. The facilities of these stations will be utilized in presenting interesting information about the project. The Division of Educational Television in the Tappan Department of Education has worked cooperatively with the professional staff of the Harold County School System in preparation for effective utilization of educational television programs within the system. They will continue to give their support to the school system in publicizing activities through their media. This would include use of their mobile television unit to provide, in appropriate instances, transmission directly from the classroom to the public.

Articles will be prepared for professional journals by the staff of the Harold County School System. For example, articles will be written and submitted to the TEA Journal, the NEA Journal, the Journal of Childhool Education, The Classroom Teacher Publication, and perhaps many others. It is expected that the research team will report their findings in some of their professional journals. It is anticipated that local, civic and community groups, along with the Parent-Teacher-Association, will become actively involved and will serve as agents within the community for publicizing what is happining. With the assistance of Southeastern Educational Laboratory, a comprehensive evaluation will be prepared and copies of it will be disseminated to all people who have been instrumental in developing, planning and carrying out this project. Additional information will be made available to others through SEL.

The school superintendent, director of instructional services, principals of the schools in which the program is in operation, the project coordinator, and other key people will be available to participate in conferences, attend special meetings and report findings upon request.

. Provisions for Visitation

An open door policy of visitation (by appointment) will be in effect. Visitors will be welcome, and every effort will be made in insure understanding of Follow Through objectives and program operation.

THE COMMUNITY

Population of the Area to be Served

The population of the state of Tappan is 2,300,000. Approximately 100,000 people live in Harold County, the geographic area to be served by this project. This population represents less than five percent (5%) of the total state population. There are 2,891 school children in this system, consisting of 2,110 Negro and 781 white students. Thus, approximately seventy-three percent (73%) of the school children are Negro, while only twenty-seven percent (27%) come from white parents.

Harold County is a county unit school district that is considered to be rural isolated with the economy of the county being mostly agricultural. Sixty-eight percent (68%) of the population is classified as rural farm and twenty percent (20%) as rural nonfarm. The median family income is approximately $1,650. Principally due to the serious cultural, economic, and social system is considered to be very educationally disadvantaged.

24 attendance centers provide educational programs for the school system.

The legal authority for the school system is vested in an elected school board and in an appointed superintendent of education. At the present time, the school board consists of seven white school board members. It is anticipated that Negro representation on this board may result from the next school board election.

Location of the Area to be served

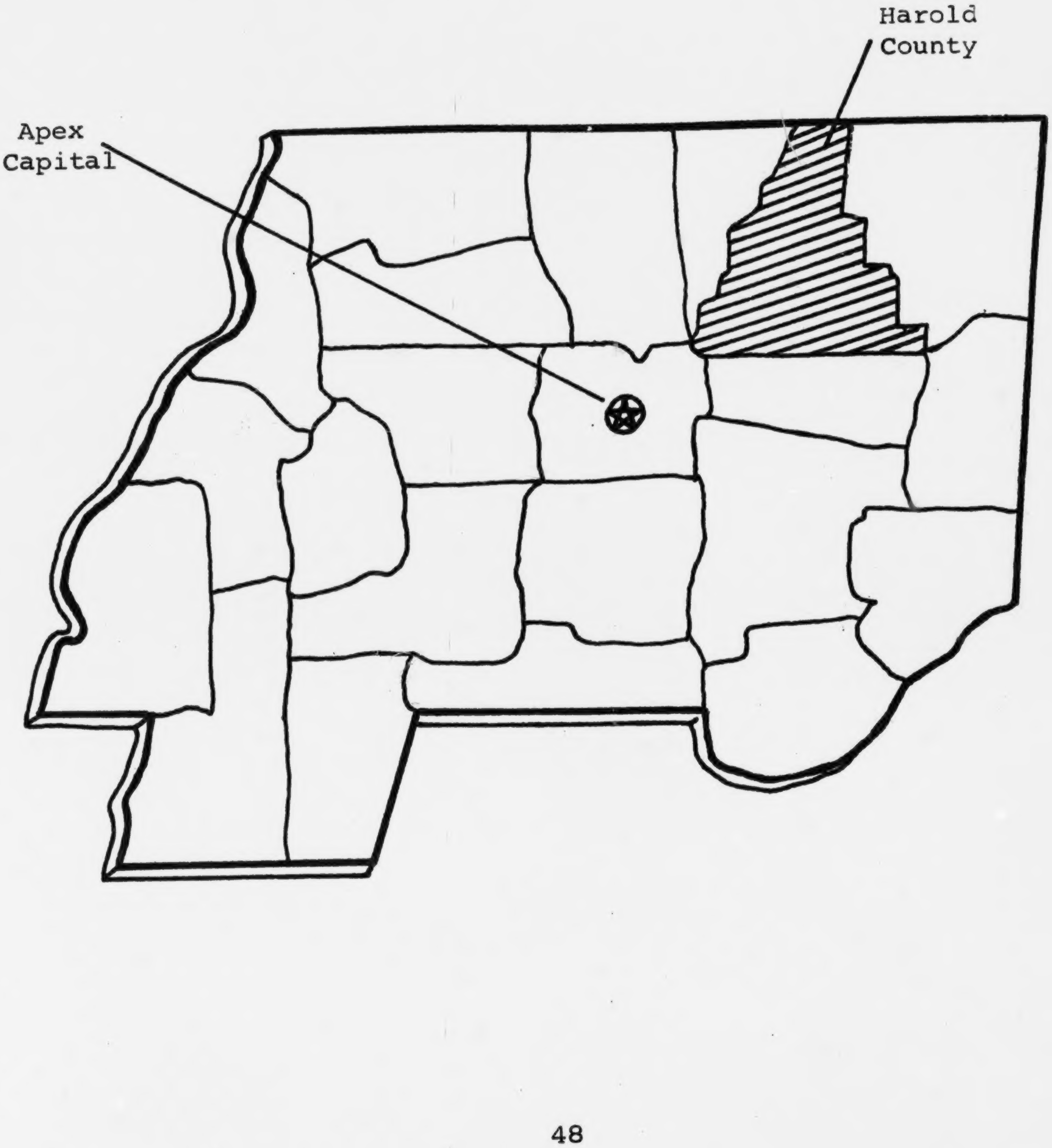
On the following page is a map showing Harold County and its geographical location with reference to other counties and major population centers in the state of Tappan. It is recognized but not included here that the following information relative to, (a) economic and occupational picture of the community, (b) population trend for the past ten years and projections, (c) mobility patterns, and (d) spot map, should be secured for Tappan County.

TAPPAN

Outline Map

Showing

Counties


Harold
County
Apex
Capital

2

Whickasaugo and Cossville are farming communities. Pinwood is an incorporated area lying entirely within the city limits of Shendlego and was formerly a mill village. The houses have now been sold to private owners.

Mr. Y. V. Fort of the WXIC RADIO NEWS prepared a series of articles on the local war on poverty. The following excerpts from these articles give a brief history of the program.

> The weapons of this war on poverty are Community Action Programs originated and administered locally and financed almost entirely by federal funds furnished through the U. S. Office of Economic Opportunity.
>
> As soon as economic opportunity funds became available to this area, a public meeting was held in Shendlego to determine whether local people wished to avail this county of the benefits offered under this liberal program.
>
> A comparatively large group of interested individuals voted unanimously to seek the EOA program for Harold County. At about the same time, neighboring counties of Harold, Pope, LaRosa, and Shattogay, likewise approved the idea.
>
> Following the guidelines set up by the Office of Economic Opportunity, local community action committes set about to organize local administrative agencies to handle the necessary paper work, to formally present applications for funding of local programs and finally to administrate these programs and distribute funds. Harold County took the lead in implementing the War on Poverty in the Northwest Tappan Area and procured the services of Doug Glouster, a man of experience in the EOA field.
>
> Under Glouster's guidance, the four Northwest Tappan counties decided to unite their war on poverty efforts and from this decision came what is now the Northwest Tappan Economic Opportunity Authority, Incorporated.

This non-profit corporation is charged with the responsibility of administering the war on poverty in the four Northwest Tappan counties. Its governing body is a board of directors with scores of members representing almost every facet of life in the area it represents. Immediate administrative policies are handled by a smaller group of steering committee elected from the board and limited in power at the pleasure of the entire board.

N. Budget

1. Funds needed during the planning state (July 1, Sept. 15)

Source of Funds	Amount
Follow Through	$58,044.98
Local and State	1,200.00
Total	$59,244.98

Of the foregoing total $16,203 has been allocated for research planning.

2. Funds needed for operation phase (Sept. 16 - June 30, 1968)

Source of Funds	Amount
Follow Through	$244,152.48
Title I ESEA	45,044.00
State and Local	56,132.80
Total	$345,329.48

Of the foregoing total, $82,831 has been allocated for research.

BUDGET WORKSHEET GUIDE FOR FOLLOW THROUGH PROGRAM PLANNING GRANT

Indicator: J. S. Goodson, Supt. Duration of Proposed activity: 2½ mos.

Institution or agency: Harold County Board of Education Beginning Date: 7/1/68 Ending date: 9/15/68

CATEGORY	PROJECT COST
I. Personnel (List all position titles as project director, research assistant, secretary, etc. State percent of time on the project, per annum salary, and beginning and ending dates of employment for each person.)	$22,127.57
II. Employee Benefits (Summarize benefits such as Social Security, retirement, etc.)	3,274.45
III. Travel (Indicate fares and/or mileage at allowable rate; number of days per diem, and rate.)	2,834.96
IV. Consultants - A. Fees (Show rate and number of days.) B. Travel (Indicate fares and/or mileage at allowable rate.)	4,170.00
V. Supplies and Materials - A. Instructional Materials B. Office Supplies	3,400.00
VI. Communications	685.00
VII. Services	22,753.00
TOTAL COSTS	$59,244.98

BUDGET BREAKDOWN FOR FOLLOW THROUGH PROGRAM PLANNING GRANT

Initiator: J. S. Goodson, Supt. Duration of proposed activity: 2½ months

Institution or agency: Harold County Board of Education Beginning date: 7/1/68 Ending date: 9/15/68

	CATEGORY	PROJECT COST
I.	Personnel (List all position titles such as project director, research assistant, secretary, etc. State percent of time on the project, per annum salary and beginning and ending dates of employment for each person.)	
1	Project Coordinator, Full Time, Annual Salary $10,000; 7/1/67 - 9/15/67	2,083.35
6	Classroom Teachers, 1/12 Time, Annual Salary $7,200 each; 8/1/67 - 8/30/67	4,320.00
6	Teacher Aides, 1/12 Time, Annual Salary $3,000 each; 8/1/67 - 8/30/67	1,920.00
10	Observers, 1/12 Time, Annual Salary $3,200 each; 8/1/67 - 8/30/67	3,200.00
1	Parent Coordinator, 1/12 Time, Annual Salary $3,200; 8/1/67 - 8/30/67	266.67
1	Speech Therapist, 1/12 Time, Annual Salary $7,200; 8/1/67 - 8/30/67	600.00
1	Psychologist, 2½ months, Annual Salary $9,500; 7/1/67 - 9/15/67	1,979.23
1	Scial Worker, 1/12 Time, Annual Salary $6,200; 8/1/67 - 8/30/67	516.66
1	Physician, 1/4 Time (for total of 3 months), Annual Salary $5,000; 8/1/67 - 8/30/67	1,250.00

		CATEGORY	PROJECT COST
I.	1	Public Health Nurse, 1/12 Time, Annual Salary $6,200; 8/1/67 - 8/30/67	516.66
	5	Curriculum Resource Teachers, 1/12 Time, Annual Salary $7,200; 8/1/67 - 8/30/67	3,000.00
	1	Secretary, 2½ months, Annual Salary $4,200; 7/1/67 - 9/15/67	875.00
	1	Bookkeeper-Secretary, 2 ½ months, Annual Salary $4,800; 7/1/67 - 9/15/67	1,000.00
		Total for Personnel	*$22,127.57
		Sub-Total	$22,127.57

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*This is based on the prevailing salaries for teachers in Harold County for the 1966-67 School Year.

CATEGORY	PROJECT COST
Brought Forward	$22,127.57
II. Employee Benefits (Summarizes benefits such as Social Security, retirement, etc.)	
Social Security 4.4% of total salaries	973.61
Teacher retirement 8.5% of total salaries	1,880.84
Sick Leave @ $10 per day	420.00
Total for Employees Benefits	3,274.45
Sub-Total	$25,402.02

CATEGORY	PROJECT COST
Brought Forward	$25,402.02
III. Travel (Indicate fares and/or mileage at allowable rate; number of days per diem, and rate.)	
1 Project Coordinator	
2 conference sessions @ $50 each	100.00
2500 miles @ 8¢ per mile	200.00
5 Curriculum Resource Teachers	
1 conference each @ $50 each	250.00
3562 miles @ 8¢ per mile	284.96
1 Nurse	
1875 miles @ 8¢ per mile	150.00
1 Social Worker	
1 conference at $50	50.00
1875 miles @ 8¢ per mile	150.00
10 Observers	
1 conference each @ $100	1,000.00
6250 miles @ 8¢ per mile	500.00
1 Parent Coordinator	
625 miles @ 8¢ per mile	50.00
1 Speech Therapist	
625 miles @ 8¢ per mile	50.00
1 Psychologist	
625 miles @ 8¢ per mile	50.00
Total for Travel	2,834.96
Sub-Total	$28,236.98

CATEGORY	PROJECT COST
Brought Forward	$28,236.98
IV. Consultants	
2 Investigators @ $275.00 each (includes per diem and travel)	550.00
2 Investigators, 20 days each @ 40.50 per day (includes per diem and travel)	1,620.00
1 Child Developmental Specialist, 10 days @ $100 (includes per diem and travel)	1,000.00
1 Evaluation Specialist, 10 days @ $100 per day (includes per diem and travel)	1,000.00
Total for Consultants	4,170.00
Sub-Total	$32,406.98

The cost paid for consultative help is based on the present rate in the Harold County School System. Technical assistance from the Southeastern Education Laboratory will not be an expense of this program.

CATEGORY		PROJECT COST
	Brought Forward	$32,406.98
V. Supplies and Materials		
A. Instructional Materials		1,500.00
B. Overhead Cost (Office supplies and general administrative cost)		1,900.00
	Total for Supplies & Materials	3,400.00
	Sub-Total	$35,806.98

CATEGORY		PROJECT COST
	Brought Forward	$35,806.98
VI. Communications		
Telephone		200.00
Postage		300.00
Stationery Supplies		150.00
Photographs and Publicity		25.00
Telegrams		10.00
	Total for Communications	685.00
	Sub-Total	$36,491.98

CATEGORY	PROJECT COST
Brought Forward	$36,491.98
VII. Services	
A. Duplicating and Reproduction	1,500.00
B. Statistical (scoring of tests) (This might be done by machine or we might employ selected parents to score the tests)	50.00
C. Other contractual services	*16,203.00
Health services	250.00
Community Service	1,150.00
Equipment	3,600.00
Total for Services	22,752.00
TOTAL	$59,244.98

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*This is for the research budget which will be contracted to the University of Tappan.

OE 4351 (REV. 12/68)

BUDGET BUREAU NO. 51-R570.1
APPROVAL EXPIRES 6/30/68

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY: Harold County Public Schools, P.O. Box 647

PROJECT NUMBER:

GRANT NUMBER:

STATE: Tappan

(Check One) ☒ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☐ ESTIMATED EXPENDITURE REPORT ☒ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG: 7-1-69 END:

PART I – EXPENDITURES *(other than construction)*

	EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
	FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES: PROFESSIONAL	SALARIES: NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
	1	2	3	4	5	6	7	8	9	10	11
1	ADMINISTRATION	100	$ 9500	$ 3600	$	$ 625	$		$ 143.00	$ 13,868	$
2	INSTRUCTION	200	53,200	8400	2200	7200	4287			75,287	
3	ATTENDANCE SERVICES	300									
4	HEALTH SERVICES	400									
5	PUPIL TRANSPORTATION SERVICES	500							3,500	3,500	
6	OPERATION OF PLANT	600							2,500	2,500	
7	MAINTENANCE OF PLANT	700							7,350	7,350	
8	FIXED CHARGES	800									
9	FOOD SERVICES	900									
10	STUDENT-BODY ACTIVITIES	1000									
11	COMMUNITY SERVICES	1100									
12	REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c									
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						15,000		15,000	
14	TOTAL→		$62,700	$12,000	$ 2200	$ 7825	$ 4287	$ 15,000	$ 13,493	$ 117,505	$
15	NEGOTIATED BUDGET→		$	$	$	$	$	$	$	xxxxxxxxxxxxx	$

APPENDIX A

FORMAL RESEARCH DESIGNS

Five projects are proposed by the research team. This section includes a description of each project, and a copy of the research budget. The research will be contracted with the University of Tappan. The Southeastern Educational Laboratory will give technical assistance in research design and project implementation.

I. PROJECT NUMBER ONE (Fewell)

Effects of Head Start and Follow Through Programs on Standardized Measures of Children's Achievements, Intelligence, and Social Maturity.

A battery of standardized tests will be developed for group administration to all of the children in the Follow Through (experimenta) and non-Follow Through (control) classes. In light of the potentially heavy research demands made upon the children in the project, emphasis will be given to minimizing the numberof tests and overall time required for testing. As a tentative guideline, an attempt will be made to develop a test battery requiring no more than two school days in the fall and two school days again in the spring. A minimum battery will include one test of school achievement and one test for intelligence.

A measure of social maturity will also be obtained on a selected sample of children in the project. The mothers of these children will be interviewed, using the Vineland Social Maturity Scale, an instrument used to measure the development of social independence in children. These interviews will be made once in the fall and again in the spring.

In the case of standardized test data, as well as in the Head Start children and the non-Head Start children will be made in the fall of the year and again in the spring.

The fall comparisons will provide some suggestions regarding the immediate carry-over effects of Head Start. More importantly from a methodogical point of view, it will also provide a baseline measure for use in comparing the amount of development that Head Start children are able to make in first grade comparison to non-Head Start children. Similarly, the developmental effects of Follow Through, the standardized test data gathered in the fall should also provide useful diagnostic and prognostic information on individual children.

II. PROJECT NUMBER TWO (Fewell)

Effects of Head Start and Follow Through Programs on Verbally Expressed Curiosity in Children

One of the major ways in which humans learn to solve problems is to ask questions designed to secure additional information to aid in problem solution. Berlyne and Frommer (Child Devlpm., 37, 1966, 177-189) recently found that following presentation of story and pictoral material, the incidence and information-seeking quality of children's questions were also elicited by materials high in novelty and uncertainty. One of the purposes of Follow Through programs is to provide the kind of stimulation regarded as necessary for generating effective information seeking approaches (curiosity) in young children. The proposed study will attempt to determine if Head Start and Follow Through program increase and alter the content of children's questions to story and pictoral material varying in novelty and in uncertainty.

Method

A sample of children, half with Head Start experience and half without, will be drawn from the Follow Through (control) classes in Harold County.

The pictorial and stroy materials will be similar to those employed by Berlyne and Frommer. It is tentatively planned to present the stories to the children via tape recording. Two sets of materials will be employed: a set containing items high in novelty and uncertainty, and a set with items low in novelty and uncertainty. Each set will have alternate forms.

The children will be presented the material in small groups and their questions about the material will be recorded. They will be tested once in the fall and again in the spring. The data will be analyzed in terms of the number of questions asked by each child and the content of the questions (e.g., the extent to which the questions were designed to obtain relevant information).

III. PROJECT NUMBER THREE (South)

Effects of Head Start and Follow Through on Selected Aspects of Cognitive Development

Purpose

The intent if the proposed study is (1) to determine the effectiveness of the Head Start and Follow Through programs on the development of specific cognitive skills and, (2) to study the intercorrelations of these skills for evidence related to Piaget's theoretical stages of intuitive and concrete thought. Specifically Head Start and non-Head Start children both in Follow Through and in non-Follow Through pregrams will be compared with respect to (a) the qualitative skill of conservation of number, (c) the mediational ability to express a logical sequence in verbal and non-verbal task, (d) use of relational words in language samples,(e) ability to select a logical alternative in interpersonal problem solving situations and, (f) a measure of part-whole relationship obtained from the children's drawings.

A factor analysis will also be performed on the intercorrelations from the scores on the cognitive skills listed above in an effort ro lineate factors pertinate to Piaget's stages of intuitive thought and concrete operations.

Method

Population: The total experimental and control population is 219. Within this there are 120 first frade children coming from families with incomes under #3,000. These 120 children have had one year of Head Start experience. 71 of these children are in the experimental Follow Through instructional program and 49 of these children are in the traditional school program. In the control group are 99 first grade children. These come from families with incomes under $3,000. These 99 children have not had previous Head Start experience. 50 of these children are in the experimental program and 49 are in control. (See Section III B of the proposal for a detailed description of the population.) From this population a research sample will be identified for which data on the specified variables will be collected.

Research Design: The research design is a levels by treatment paradigm utilizing pretest and post test scores on the selected variables. Pretest measures will be ovtained between September 15 - October 15 and post test measures will be obtained between March 15 - April 15. Assignment of children to experimental and control condition will be made by rendomly selecting one school from each pair of schools which were matched for similarity of demographic variables. See Figure 1.

Variables

The independent variable is the set of instructional and supplementary experiences to be provided the children. The experimental treatment variate is the set of training experience described in section III C of the genreal proposal as " Follow Through" approach. The control variate is a set of experiences described in Section II as existing approach.

Dependant or ourcome variables used to evaluate effectiveness of training proceedure in terms of research objective will be the following measures:

a. Test of one-to-one correspondence
b. Measure of children's reasoning about interpersonal relations.
c. Verbal and non-verbal measure of logical expression.
d. Samples of language obtained under standard conditions and analyzed by structural-linguistics method.
e. Scores on part-whole relationships revealed in children's drawing.

Measurement techniques for variables (a), (b), and (c) have been developed by the project director in conjunction with projects in the Research and Development Center in Education Stimulation, University of Tappan and SEL where acceptable reliability and validity are established. Measurement techniques utilized for variable (d) will be done under the supervision of the Basic and Applied Research Division of the Research and Development Center in Educational Stimulation, University of Tappan. A specialist in structional linguistics is available through this center, and the Southeastern Educational Laboratory.

Measurement techniques for variable (e) will follow those used by Lark-Horovitz, Betty. Child Development, Vol. 31, 1959, p. 423-452; and Vol. 31, 1960, p. 453-462.

Figure 1

Research Design

Showing Available Population

Levels Variable

	Previous Head Start Experience	No Previous Head Start Experience	Total N
Treatment Variable Follow Through Approach	N = 71	N = 50	121
Existing Approach	N = 49	N = 49	98
Total N	120	99	219

*Research sample will be identified from this population.

IV. PROJECT NUMBER FOUR (Joiner)

Effects of Head Start and Follow Through Programs on Several Indices of Nutritional Status

Design

Nutritional-biochemical measurements will be performed on each of 60 children and at the following time intervals: start, three months and six months. From the available sample of children in 12 first grade classes, 30 will be selected from the Follow Through experimental groups and 30 from the non-Follow Through control groups. Half of each group of 30 children will be children who had a previous year of Head Start, and half will be children who did not have Head Start experience. The four groups of 15 children are summarized below:

1. Head Start-Follow Through (HSFT)
2. Head Start-No Follow Through (HSN)
3. No Head Start-Follow Through (FT)
4. No Head Start-No Follow Through (NN)

Nutritional Biochemical Measurements

In addition to measurements of weight and height of each child at the three different time intervals, measurements will be taken of several different nutritional biochemical parameters including the following:

1. Plasma proteins
2. Plasma protein-bound iodine

3,4 Plasma total lipids and total cholesterol

5. Chromatographic "finger prints" of plasma amino acids
6. Chromatographic "finger prints of plasma lipids"
7. Chromatographic fingerprints of urinary amino acids
8. Gas liquid chromatography of plasma fatty acids
9. Gas-chromatography of urinary steroids
10. Blood and urinary sugar
11. Haemoglobin

Such analysis will provide information about the nutritional status of each child, and will also reveal possible borderline hypothyroidism or diabetes, both of which can in turn effect both nutritional status and the learning processes. These analysis will be carried out only under my direct supervision with the assistance of an experienced laboratory technologist. The latter person would also be responsible for collecting the blood and urine samples and for initial compiling of the data. Secretarial help will be required at different times to assist in the preparation of summaries of the data, correspondence and of the final report.

V. PROJECT NUMBER FIVE (John-South)

Effects of Head Start and Follow Through on Parental Aspirations for Their Children, and on Congruence of Child, Teacher, and Parent Self- and Other-Perceptions

When a child has his first encounter with the school, his perceptions of the school and its authority figures are generally the result of his experiences with his family, his peers, and the social class stimuli of his environment. Whether his perceptions are accurate or not is of little consequence at the start since his initial behavior is based on his subjective evaluation of the situation as he perceives it (Allport, 1942). The perception, whether true or false insofar as reality is concerned, can be said to bias his perceptions of the entire school system.

Authorities who have studied lower class behavior generally agree that the child entering the school from a lower class environment brings with him perceptions that are dysfunctional in a middle-class oriented school curriculum. Representative of the literature describing this lower class behavior have been such descriptions as restrictive and fragmentary role perceptions, low self-esteem, an inability to relate to authority figures, and low educational aspirations (Bell, 1965; Cohen & Hodges, 1963; Toby, 1957). If the child is to function effectively in school, some modification in his perceptions may be necessary.

The purpose of the present study will be to determine what effect Headstart and Follow Through programs have on the perceptions of children, teachers, and parents toward each other. The subjects experiencing Head Start and Follow Through will be compared to subjects with traditional first grade experiences.

Method

Teachers, students, and their families from the experimental Follow Through classes and from the control non-Follow Through classes will serve as subjects.

At the start of the school year the teachers will be tested as to their perception of self, of the children, the parents, and of the children's perception of them (the teacher). The children will be asked for their perceptions of self, the teacher, their parents, the teacher's perception to them, and their parent's perceptions of them. The parents will also be asked to state their perceptions of self, their child, the teacher, the child's perception of them as parents, and the teacher's perception of them as parents. The questionnaire will also obtain relevant background data from the teacher and the parents, and parents will also be asked to express their educational and occupational aspirations for the child.

All subjects will be re-tested at the end of the end of the school year, and their perceptions will be ascertained to determine what changes have occurred as a result of the Head Start and Follow Through experiences. It is hypothesized that: (1) the children in the Follow Through classes will evidence a greater perceptual change in the direction of a more favorable acceptance of self, teacher, and parents than will students in the non-Follow Through classes; (2) parents of children in the Follow Through classes will evidence a greater perceptual change in the direction of a more favorable acceptance of self, teacher and child than will parents in the control group; (3) teachers in the Follow Through classes will change more toward acceptance of self, child, and parents than will teachers in the control group.

Questionnaire: The questionnaire will be designed to measure the social class characteristics of the teachers and parents (i.e., education, occupation, income), the perceptions of self and others, and the perception of others perceptions of them. The perceptions shall be defined along the dimensions of self-esteem, relation to authority figures, self acceptance, and satisfaction with group participation. All of the items must be translated into lower class language and into language easily understood by the first grade children.

A technique employed by Laing, Phillipson, and Lee will be used to test perceptions with items selected for their adaptability to subjects from the lower class (Laing, Phillipson, Lee, 1966). Educational and occupational aspirations will be determined by the method used by Bell (1965).

BUDGET WORKSHEET GUIDE FOR FOLLOW THROUGH PROGRAM PLANNING GRANT

Initiator: Joseph C. Sheeley Duraction of proposed activity: 8/68-6/69

Institution or agency: University of Tappan Beginning Date: 8/1/68 Ending Date: 6/30/69

CATEGORY	PROJECT COST	
	Planning 7-67 - 9-68	Project Execution 9-68 - 6-69
I. Personnel (List all position titles such as project director, research assistant, etc. State percent of time on the project, per annum salary, and beginning and ending dates of employment for each person)		
Project Coordinator, Staff No. 6, 11.1% of $17,400; 9/1/67-6/30/68		1,935
Principal Investigator No. 1, 11.1% of $11,500; 9/1/67-6/30/68		1,278
Principal Investigator No. 2, 11.1% of $12,200; 9/1/67-6/30/68		1,355
Principal Investigator No. 3, 10% of $11,250 and 11.1% of $12,850; 9/1/67-6/30/68	1,125	1,428
Principal Investigator No. 4, 11.1% of $11,000; 9/1/67-6/30/68		1, 233
Principal Investigator No. 5, 7.1% of $14,850; 9/1/67-6/30/68		1,000
Assistant for No. 1, 33 1/3% of $9,600; 7/1/67-6/30/68	655	2,535
Two Research Assistants for No. 1, 33 1/3% of $8,400; 7/1/67-6/30/68	1,170	4,430
Student Aide for No. 1, 200 hrs. @ $1.40 per hr. 7/1/67-6/30/68	70	210

CATEGORY	PROJECT COST	
Research Assistant for No. 2, 100% of $9,600; 7/1/67 - 6/30/68	2,000	7,600
Research Assistant for No. 3, 50% @ $8,400 per 12 mos. 9/1/67-6/30/68		3,500
Research Assistant for No. 4, 50% @ $8,400 per 12 mos. 9/1/67-6/30/68		3,500
Administrative Assistant for Projects Coordinator. 33 1/3% @ $9,600 per 12 mos. 9/1/68-6/30/69		2,667
Laboratory Technologist for No. 5, 50% of $5,000 per 9 mos. 9/1/67-6/30/68		2,500
2 secretaries @$4,000 per 12 mos.		8,000
	$5,030	$43,171

CATEGORY	PROJECT COST	
II. Employee Benefits (Summarize benefits such as Social Security, retirement, etc.)		
12% of all personnel costs in Category I (4.4% S.S. + 7.6% for Retirement) excluding Student Aide	604	5,181
Total Personal Services	5,030	43,171
Sub-Total	5,634	48,352
Overhaed on Personal Services		
Federally audited rate 40.14%	2,019	17,329
Overall Total Personal Services	7,653	65,681

CATEGORY	PROJECT COST	
III. Travel (Indicate fares and/or mileage at allowabel rate; number of days per dien, and rate.)		
Mileage and per diem	2,500	4,000

CATEGORY	PROJECT COST	
IV. Consultants		
A. Fees (Show rate and number of days.)	1,600	1,600
Various Consultants	1,600	1,600
Medical Consultants		500
B. Travel (Indicate fares and/or mileage at allowabel rate.)		
Various Consultants	500	600
Medical Consultants		200
	2,100	2,900

	CATEGORY	PROJECT COST	
V.	Supplies and Materials A. Instructional Materials		
	Research Materials	400	950
	Rental of research equipment		2,200
	Chemical supplies		1,200
	Purchase of research equipment: 2 tape recorders @ $150		300
	1 Polaroid MP 3 Camera		600
	B. Office Supplies	250	550
	Total	650	5,800

CATEGORY	PROJECT COST Planning July 1 - Sept. 15, 1968	 Project Execution, Sept. 16, 1968 - June 30, 1969
VI. Communications	400	850
Postage, telephone, etc.		

CATEGORY	PROJECT COST	
	Planning July 1 - Sept. 15, 1968	Project Execution Sept. 16, 1968 - June 30, 1969
VII. Service		
A. Duplicating and Reproduction	400	900
B. Statistical (itemize costs)		
Coding and computer service	500	700
C. Testing (itemize costs)		
D. Other		
Interviewing Services	2,000	2,000
	2,900	2,900
Total Cost	16,203	82,831

APPENDIX B

DATA PERTINENT TO PROPOSED ORGANIZATION

The following items of information are found in this section of the appendices.

1. Detailed description of each participating school.

2. Enrollment in the first grade classes during the 1966-67 term.

3. Headstart distribution according to predicted school placement for the 1967-68 school term.

4. Proposed grouping for the Follow Through Program.

5. Administrative and instructional design for the program.

6. A map of Harold County showing school locations.

DESCRIPTIONS OF THE TWELVE SCHOOLS IN WHICH A FOLLOW THROUGH EXPERIMENTAL OR CONTROL GROUP WILL BE SET UP AS FOLLOWS:

A. Group one

1. West Shandlero Elementary School: (Experimental)

a. Community: The communities from which West Shendlero Elementary School draws its pupils is rural. The parents of most of the children are farmers while some work as laborers in the nearby town. Use agriculture as a primary means of support. The majority housing in this community is lower class type housing. There are no Federal Housing Projects in the county.

The racial population of the county is predominately negro.

There is no active P.T.A. functioning in this community. Such Civic Organizations, as Woman's Club, Lion's, J.C.'s, Rotary, Elks, Optimists, are virtually non-existent. There are no public recreational facilities available.

There is a private kindergarten located here, and some of the children who attend West Shandlero Elementary have attended it.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community with its limited staff.

b. School: West Shandlero Elementary School was constructed in 1920. Additions were added through the years. The physical condition of the school is fair. The school is organized on a first through eighth grade basis. The student and teacher population is predominantly Negro.

The 1966-67 enrollment was 377 pupils. This school was staffed with one principal, fifteen teachers, a reading aide, a full time secretary, custodian, and five lunchroom workers. A speech therapist, a music and art resource teacher, and a science resource teacher are available to West Shandlero Elementary School on a limited basis.

During the 1968-69 school year at West Shandlero Elementary there were two first grades with seventy pupils and two teachers.

c. Follow Through Grouping: One experimental class of thirty children who have already had or will have their sixth birthday before November 30th will be set up in this school. These will be ten Headstart graduates, ten from Headstart background but were not in the program and ten from middle class background but did not have any preschool experience. There will be fifteen

Negro boys and fifteen Negro girls.

This class will be matched with a control class at South Cossville School.

2. South Cossville School: (Control)

a. Community: The community from which South Cossville School draws most of its children is rural. Its principal income is from farming. Some of the parents work in unskilled jobs in the textile mills near Cossville. The housing of the majority of the children is substandard. The racial population of the community is predominantly Negro.

There is not an active P.T.A. functioning in this school. Church organizations lend their aid and support to this school community. There are no recreational facilities available in the area. A head start program located in the Cossville area services some of the children attending this school.

The limited staff of the Harold County Department of Public Health and the Harold County Department of Family and Children services take an active interest in serving this community.

b. School: South Cossville Elementary School was constructed in 1923. The physical condition is fair. The school is organized on a first through sixth grade basis. The student and teacher population is predominantly Negro.

The 1966-67 enrollment of South Cossville Elementary School was 661 pupils. This school is staffed with one principal, twenty-seven teachers, a reading aide, a full time secretary, two custodians, and seven lunchroom workers.

A speech therapist, a psychologist, a homebound teacher, a music and art resource teacher, and a science resource teacher are available to this school on a very limited basis.

During the 1966-67 school term there were four first grades with 111 pupils with four teachers.

c. Follow Through Grouping: One control class of thirty children who have already had their sixth birthday or will be six before November 30th, will be set up in this school. There will be nine children who are Headstart graduates, nine children who qualified for Headstart but were not in the program, nine children from middle class backgrounds who have had either Headstart or Kindergarten experiences and three children from middle class background but did not have either Headstart or Kindergarten experiences. There will be twenty Negro boys and ten Negro girls.

This class will be matched with the experimental class at West Shandlero School.

B. GROUP TWO

1. North Shandlero Elementary School: (Experimental)

a. Community: The community from which North Shandlero Elementary School draws most of its children is urban. However, some of the children are bussed in from rural areas. The parents of most of the children are engaged in professional work, industrial work, and skilled and unskilled labor. But some of the parents in the rural areas do use agriculture for their primary or supplementary means of support. The housing of most of the children is standard middle class. The racial population of the community is predominantly white.

There is an active P.T.A. functioning in this community. Civic organizations which are active in the community are Woman's Club, Lion's, J.C.'s, Rotary, Elk's, Optimists, and church affiliated groups. There are many recreational facilities available.

Private kindergartens are located here, and some of the children who attend North Shandlero Elementary have attended these.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: North Shandlero Elementary School was constructed in 1948. Additions were made throughout the years. The physical condition of the school is good. The school is organized on a first grade through eighth grade basis. The student and teacher population of this school is predominantly white.

The 1966-67 enrollment was 404 pupils. This school was staffed with one principal, seventeen teachers, a reading aide, a full time secretary, custodian, and six lunchroom workers. A speech therapist, psychologist, homebound teacher, and a science resource teacher are available to this school on a limited basis. There were two first grades with two teachers and sixty-two first grade pupils at North Shandlero Elementary during the 1966-67 school term.

c. Follow Through Grouping: One experimental class of thirty children, who have had their sixth birthday or will be six before November 30th will be set up in this school. There will be seven Headstart graduates, seven who are from a Headstart background but were not in the program, seven from middle class background who had either Headstart or kindergarten experiences, and nine from middle class background but did not have either Headstart or kindergarten experiences. There will be twenty-six white children, eighteen boys and eight girls. There will be four Negro children, two girls and two boys.

The children in this class will be matched with a control group from Vance School.

2. Vance Grammar School: (Control)

   a. Community: The community from which Vance Grammar School draws most of its children is urban. However, many of the children are bussed in from rural areas. The parents of most of the children are engaged in professional work, industrial work, and skilled and unskilled labor. Some of the parents in the rural areas do use agriculture as their primary or supplementary means of support. The housing of the majority of the children is standard lower-middle and middle class; but some of the children do live in sub-standard housing.

   The racial population of the community is predominantly white.

   There is an active P.T.A. functioning in this community. Civic organizations are Woman's Club, Lion's, J.C.'s, Rotary, Elk's, Optimists, and church affiliated groups. There are many recreational facilities available.

Private kindergartens are located here, and some of the children who attend Vance Grammar have attended these.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: Vance Grammar School was constructed in 1936. Additions were made through the years. The physical condition of the school is good. The school is organized on a first through eighth grade basis. The student and teacher population is predominantly white.

The 1966-67 enrollment was 439 pupils. This school was staffed with one principal, seventeen teachers, a reading aide, a full time secretary, custodian, and five lunchroom workers. A speech therapist, a music and art resource teacher, and a science resource teacher are available to Vance Grammar on a limited basis, as is a homebound teacher.

During the 1966-67 school year there were two first grades with fifty-seven pupils and two first grade teachers at Vance Grammar.

c. Follow Through Grouping: One experimental class of thirty children who have already had their sixth birthday or will have it before November 30th will be set up in this school. There will be twenty-eight white children, eighteen boys and ten girls. There will be two Negro children, one boy and one girl.

The children in this class will be matched with the experimental class at North Shandlero.

C. GROUP THREE

1. Abrams School: (Experimental)

a. Community: The community from which Abrams School draws its children is rural. The parents of the children are engaged in farming and industry in nearby towns. The housing of the majority of the children is substandard, although some of the children live in houses which would be considered standard.

The race population of the area is white. The Abrams community is located on the back of Spookout Mountain and is in a rather remote section. It is part of the Shallowford area.

There is a P.T.A. functioning in this school. There are few recreational facilities in this community.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: Abrams School was constructed in 1949. The physical condition of the school plant is good. The school is organized on a first grade through eigth grade basis. The student and teacher population is white.

The 1966-67 enrollment of Abrams School was 107. The school was staffed with one principal, five teachers, a reading aide, a part time secretary, a part time custodian and two lunchroom workers. A speech therapist, a psychologist, a homebound teacher, an art and music teacher, and a science resource teacher were available to this school on a limited basis. A Headstart program involving thirty-six children and four staff members was housed in this school during 1966-67. There was one first grade with one teacher and seventeen pupils operating in this school during the 1966-67 school term.

c. Follow Through Grouping: One experimental class of twenty-six children who have had or will have their sixth birthday before November 30th will be set up in this school. There will be fifteen Headstart graduates, seven from Headstart background but were not in the program, four from middle class background, two Headstart graduates and two who did not have pre-school experience. There will be nineteen white boys and seven white girls.

These children will be matched with the control class at Arlington School.

2. Arlington School: (Control)

   a. Community: The community from which Arlington School draws most of its pupils is rural. The parents of most of the pupils are engaged in agriculture and cattle ranching; some supplement these activities by working in nearby textile industries.
   The housing of most of the children is rural farm-type ranging from substandard to up to date modern rural homes. The racial population of the community is predominantly white.

   There is an active P.T.A. in the community and the following civic organizations play a large part in helping with school and community activities: Arlington Community Improvement Club, A-lin Area Development

Association, Tensington Community Club, and the Home Demonstration Club. Other services working with the community and school are Soil and Conservation Services, University of Tappan Extension Service, and many others. The community club house offers many recreational facilities for both young and old.

The Arlington Community has one Headstart Center with forty children enrolled. Four staff members are employed.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: The present Arlington School was constructed in 1951. The physical condition of the school plant is good. The school is organized on a first grade through eigth grade basis. The student and teacher population of this school is predominantly white.

The 1966-67 enrollment of Arlington School was 164 pupils. This school was staffed with one principal, seven teachers, a reading aide, a part-time secretary, custodian, and two lunchroom workers. A speech therapist, a psychologist, a homebound teacher, an art and music teacher, and a science resource teacher are available to this school on a limited basis.

There was one first grade, with twenty-six children and one teacher at Arlington School during the 1966-67 school term.

c. Follow Through Grouping: One control class of thirty children who have already had or will have their sixth birthday before November 30th will be set up. There will be ten Headstart graduates, ten from Headstart background but were not in the program, and ten from a middle class background but did not have any preschool experience. There will be fifteen Caucasian boys and fifteen Caucasian girls.

This class will be matched with the experimental class of Abrams School.

D. GROUP FOUR

1. Maddoxville Elementary School: (Experimental)

a. Community: The community from which Maddoxville Elementary School draws most of its children is rural. However, some of the children are bussed in from urban areas. The parents of most of the children are engaged in unskilled labor. There are some parents who are engaged in agriculture. The housing of most of the children is substandard. The racial population of the community is predominantly Negro.

There is a P.T.A. functioning in this school. The community church is the only civic organization which is functioning at this time.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving the community.

b. School: Maddoxville School was constructed in 1952. The physical condition of the school plant is good. The school is organized on a first grade through eigth grade basis. The student and teacher population of this school is predominantly Negro.

The 1966-67 enrollment of Maddoxville School was 221. The school was staffed with one principal, nine teachers, a reading teacher, a part time secretary, a full time custodian, and two lunchroom workers. A speech therapist, a psychologist, an art and music resource teacher, and a science resource teacher are available to this school on a limited basis.

A Headstart program involving forty-one children was housed in this school. There was one first grade with one teacher and twenty-five pupils operating in this school during the 1966-67 school term.

c. Follow Through Grouping: One experimental class of thirty children who have already had or will have their sixth birthday before November 30th will be set up in this school. There will be seventeen Headstart graduates, ten from Headstart background but were not in the program, and three from middle class background but did not have any preschool experience. There will be twenty Negro boys and ten Negro girls.

The children in this class will be matched with the control class at Hard Elementary School.

2. Hard Elementary School: (Control)

a. Community: The community from which Hard Elementary School draws most of its children is urban. However, some of the children are bussed from rural areas. The parents of most of the children are engaged in unskilled labor. The housing of most of the children is substandard; but there is a Federal Housing Project in the community. The racial population of this community is predominantly Negro.

There is a P.T.A. functioning in this community. Civic and church organizations give their active support to this school community.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: Hard Elementary was constructed in 1954-55. The physical condition is good. The school is organized on a first through eigth basis. The student and teacher population of this school is predominantly Negro.

The 1966-67 enrollment of Hard Elementary School was 179 pupils. This school was staffed with one principal, seven teachers, a reading teacher, a full time secretary, a part-time custodian, and one lunchroom worker. A psychologist, a music and art resource teacher, and a science resource teacher are available to this school on a limited basis.

During the 1966-67 school year, there was one first grade with thirty-one pupils and one teacher.

c. Follow Through Grouping: One control class of thirty children who have already had or will have their sixth birthday before November 30th will be set up in this school. There will be thirteen Headstart graduates, thirteen from Headstart background but were not in the program, one Headstart graduate from middle class background, and three from middle class background but with no preschool experience.

These children will be grouped with the experimental group from Maddoxville.

E. GROUP FIVE

1. Pinwood School: (Experimental)

a. Community: The community from which Pinwood School draws most of its children is predominantly urban. The parents of most of these children are engaged in unskilled labor. The housing of mostof these children is substandard. The racial population of the community is predominantly Negro.

There is a P.T.A. functioning in the school, and civic and church organizations lend their support to the school community. Recreational facilities in the adjacent area are available to residents of this area.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: Pinwood School was originally established for the children of parents who were employed in the Pinwood Mills, which owned the village of Pinwood, but in 1956 the school facilities were bought by the Harold County Board of Education and became a part of the Harold County System. The physical condition of the school plant is good. The school is organized on a first grade through eighth grade basis. The student and teacher population of this school is predominantly Negro.

The 1966-67 enrollment of Pinwood School was 249. This school was staffed with one principal, nine teacher's, a reading aide, a part-time secretary, part-time custodian and two lunchroom workers. A speech therapist, a psychologist, a homebound teacher, a music resource teacher, and a science resource teacher are available to this school on a limited basis. The 1965 Summer Headstart program, the first in Harold County, was housed in this school. There was one first grade with one teacher and twenty-nine pupils operating in this school during the 1966-67 school term.

c. Follow Through Grouping: One experimental class of thirty children who have already had their sixth birthday or will be six years old before November 30th will be set up in this school. There will be sixteen Headstart graduates, ten who qualified for Headstart but were not in the program, and four from middle class background but did not have either Headstart or Kindergarten experience. There will be twenty-nine Negro children, fourteen boys and fifteen girls, and one Caucasian boy.

The children in this school will be matched with the control class in North Cossville School.

2. North Cossville School: (Control)

   a. Community: The community from which North Cossville School draws most of its children is urban for the most part. The parents of most of the children are engaged in industry in Cossville and near-by Shattelburg. The parents include both skilled and unskilled workers. The housing of most of the children is standard, although there are some substandard houses in the area. The racial population of this community is predominantly Negro.

   There is an active P.T.A. functioning in this school. Church organizations lend their active support to this school. There are few recreational facilities available in the Cossville area. There are some private kindergartens located in the area and some of the children who attend this school have attended these. A Headstart program is operating in the area and some of the students have attended this.

   The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: North Cossville School was constructed in 1937. The physical condition of the school plant is good. The school is organized on a first grade through sixth grade basis. The student and teacher population is predominantly white.

The 1966-67 enrollment of North Cossville School was 359. This school was staffed with one principal, fourteen teachers, a reading aide, a secretary, one full time and part-time custodian, and four lunchroom workers. A speech therapist, a psychologist, a homebound teacher, an art and music resource teacher, and a science resource teacher were available to this school on a limited basis.

There were two first grades with two teachers and sixty-two pupils operating in this school during the 1966-67 school term.

c. Follow Through Grouping: One control group of thirty children who have already had or will have their sixth birthday before November 30th will be set up in this schoo. There will be four Headstart graduates, four from Headstart background but were not in the program, eight kindergarten graduates from middle class background, and fourteen from middle class background with no pre-school experiences. There will be twenty Negro boys and ten Negro girls.

The children in this school will be matched with the experimental group in Westhill School.

F. GROUP SIX

1. Westhill School: (Experimental)

a. Community: The community from which Westhill School draws most of its children is rural. The parents of most of the children are employed by Shattelburg and Cossville firms. The housing of the majority of the children is standard. The racial population of the community is predominantly Negro.

There is an active P.T.A. functioning in this school. Recreational facilities are available in nearby Cossville. Civic and church organizations give their active support to this school community. There is a private kindergarten located in the community and some of the students have attended it. A Headstart program located in the Cossville area serves some of the children attending this school.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: Westhill School was constructed in 1955 with an addition being added in 1957. The physical condition of the school plant is very good. The school is organized on a first grade through sixth grade basis. The student and teacher population of this school is predominantly Negro.

The 1966-67 enrollment of Westhill School was 605. This school was staffed with one principal, twenty-one teachers, a reading aide, a secretary, two custodians, and four lunchroom workers. A speech therapist, a psychologist, a homebound teacher, an art and music resource teacher, and a science resource teacher are available to this school on a limited basis. There were two first grades with three teachers and ninety-four pupils operating in this school during the 1966-67 school term.

c. Follow Through Grouping: One experimental class of children who are already six or will have their sixth birthday before November 30th will be set up in this school. There will be six Headstart graduates, six from Headstart background but were not in the program, and eighteen from middle class background, twleve who are kindergarten graduates and six who have not had any pre-school experience. There will be twelve Negro boys and twelve Negro girls. There will be three Caucasian girls.

The children in this school will be matched with the control group at Shattelburg Valley Elementary School.

2. Shattelburg Valley Elementary School: (Control)

a. Community: The community from which Shattleburg Valley Elementary School draws its pupis is varied. A large part of the community would be considered rural, some of it would be considered rural agricultural and some of it is located in the foot hills of Spookout Mountain. The parents of many of the children are engaged in industrial occupations in nearby Flinstone and Shattelburg. Some parents are professional people, others are unskilled laborers. The racial population of this community is predominantly Negro. The housing of most of the children is standard, but there are many children who live in substandard housing.

There is an active P.T.A. functioning in this school. There are few recreational facilities located in this community. Various church organizations in the community give active support to the school. A privately financed kindergarten is located on the school grounds and some of the students have attended this kindergarten.

The Harold County Department of Public Health and the Harold County Department of Family and Children Services take an active interest in serving this community.

b. School: Shattelburg Valley Elementary School was constructed in 1927. Additions were added in 1951, 1955, and 1961. The physical condition of the school plant is good. The school is organized on a first grade through eighth grade basis. The student and teacher population is predominantly Negro.

The 1966-67 enrollment of Shattelburg Valley Elementary School was 810. The school was staffed with one principal, thirty-one teachers, a reading aide, two secretaries, three and one-half custodians, and eight lunchroom workers. A speech therapist, a psychologist, a homebound teacher, an art and music resource teacher, and a science resource teacher were available to this school on a limited basis. There were four first grades with four teachers and 110 pupils operating in this school during the 1966-67 school term.

c. Follow Through Grouping: One control class of thirty children who have already had or will have their sixth birthday before November 30th will be set up in this school. There will be six Headstart graduates, six from Headstart background but were not in the program, eighteen from middle class background, twelve who are Headstart or Kindergarten graduates, and six who have not had any pre-school experience. There will be eighteen Negro boys and eight Negro girls. There will be two Caucasian boys and two Caucasian girls.

The children in this class will be matched with the experimental class at Westhill School.

FIRST GRADE ENROLLMENT - END OF EIGHTH MONTH - 1966-67

School	Children	School	Children
Shandlero West	70	Arlington	26
Shandlero North	62	Vance	57
Abrams	17	Shattelburg	110
Maddoxville	25	Hard	31
Pinwood	29	Cossville South	111
Westhill	94	Cossville North	62
Sub-Total	297	Sub-Total	397

TOTAL 694

HEADSTART DISTRIBUTION ACCORDING TO SCHOOL PLACEMENT
1967-68 SCHOOL TERM

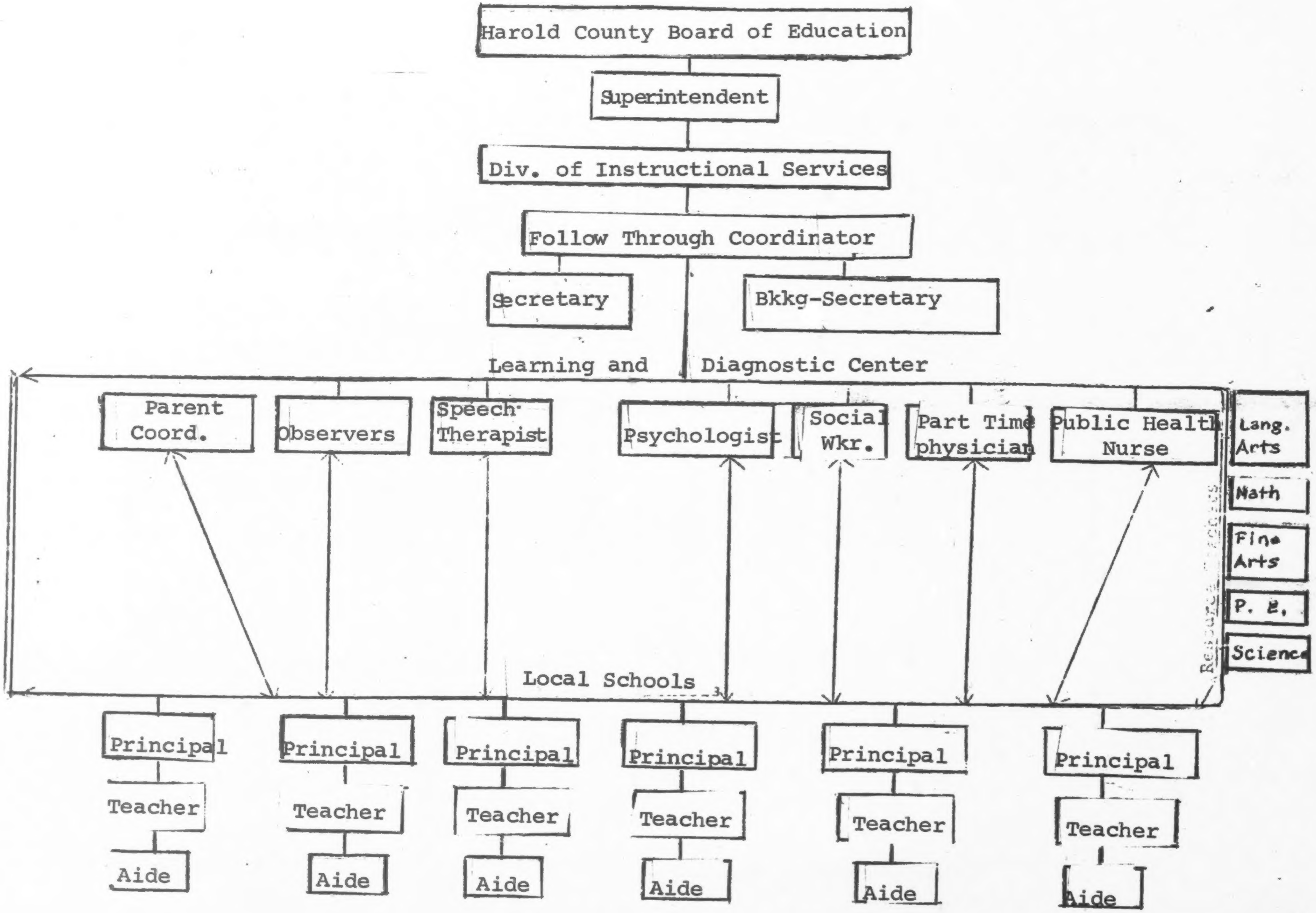
Name of School	Headstart	Non Headstart	Middle Class Kindergarten or Headstart	Middle Class Non-Headstart or Kindergarten	Race		Sex	
					W	N	M	F
Arlington	10	10	0	10	30	0	15	15
Abrams	15	7	2	2	26	0	19	7
Maddoxville	17	10	0	3	0	30	20	10
Shattelburg	6	6	12	6	4	26	20	10
Westhill	6	6	12	6	6	24	15	15
South Cossville	9	9	8 K 1 H	3	0	30	20	10
North Cossville	4	4	8	14	0	30	20	10
Hard	13	13	1 H	3	0	30	20	10
Pinwood	16	10	0	4	1	29	15	15
Shandlero West	10	10	0	10	0	30	15	15
Vance	7	7	1 H 6 K	9	28	2	20	10
Shandlero North	7	7	5 K 2 H	9	26	4	20	10

PROPOSED GROUPING FOR FOLLOW THROUGH PROGRAM

School	*Children				School	*Children			
	1.H.	2.N.H.	3.MCh.K	4.M.C.		1.H.	2.N.H.	3.Mch.K	4.M
1. Shandlero West	10	10	0	10	1. Cossville South	9	9	8 K 1 H	3
2. Shandlero North	7	7	2 H 5 K	9	2. Vance	7	7	1 H 6 K	9
3. Abrams	15	7	2	2	3. Arlington	10	10	0	1
4. Maddoxville	17	10	0	3	4. Hard	13	13	1 H	
5. Pinwood	16	10	0	4	5. Cossville North	4	4	8	1
6. Westhill	6	6	12	6	6. Shattelburg	6	6	12	
TOTALS	71	50	21	34		49	49	38	4

*1. Headstart Graduates
2. Headstart background -- No pre-school experience
3. Middle class background -- Kindergarten or Headstart graduates
4. Middle class background -- No pre-school experience

ADMINISTRATIVE AND INSTRUCTIONAL ORGANIZATIONAL DESIGN


Harold County Board of Education
Superintendent
Div. of Instructional Services
Follow Through Coordinator
Secretary
Bkkg-Secretary
Learning and Diagnostic Center
Parent Coord.
Observers
Speech Therapist
Psychologist
Social Wkr.
Part Time physician
Public Health Nurse
Lang. Arts
Math
Fine Arts
P. E.
Science
Resource
Local Schools
Principal
Teacher
Aide
Principal
Teacher
Aide
Principal
Teacher
Aide
Principal
Teacher
Aide
Principal
Teacher
Aide
Principal
Teacher
Aide

APPENDIX C

EXCERPTS FROM HEADSTART EVALUATION
SUMMER 1966

The following pages contain evaluations of Harold County's existing Headstart program. It is clear that the programs' success has been due in no small measure to a conviction on the part of the coordinator and staff that Headstart should provide an atmosphere in which each child may succeed. Youngsters have just begun to be exposed to the fruits of this philosophy. Its benefits can be not only preserved but perhaps dramatically extended by means of a Follow Through Program.

The Director of Instructional Services for the Harold County School System and the Coordinator, were interviewed so that their evaluation of the program might be known. The Director of Instructional Services assisted in writing the application for the Headstart Program as well as this one, and has followed its progress. The Coordinator was employed to give general supervision to the program in the six centers. They listed the following points as being strong ones.

1. The self concept of these children has been improved. The first grade teachers have reported fewer first graders crying and having difficulty getting adjusted to school.
2. Much progress seemed to be made in the language arts area. Many children came to the program too shy to communicate and left the program being able to stand in front of the group and share an experience or tell a story.
3. The physical readiness of the children has been improved. They were ready to go to school having had medical examinations, dental examinations, and some corrections made which were detected in the examinations.
4. Parent relationships have been improved. There is a sense

of satisfaction in seeing parents, who feel they have so little to offer, become involved in the program and assume leadership responsibility for parent meetings.

5. The program seems to be proving a wonderful in-service training for teachers in the regular school program. It is good to see the joy teachers have when they are given an opportunity to work in a school situation nearer ideal than the regular school situation. They see more accomplished and seem relieved of many frustrations which are present with the regular school program.
6. The program offers a chance for improving the regular school program. Comparisons can be made between the regular school program and the summer Headstart program. This brings about quality in planning, implementing, and evaluating the regular school program so that improvements can be made.

TABLE XI

PARENT EVALUATION OF HEADSTART PROGRAM

Formal Contact and Participation

	Very Much Worthwhile	Worthwhile	Occasionally Worthwhile	Waste of Time	Not Applicable
1. Talking with my child's teacher	49	22	1	-	-
2. Meeting with other parents	31	26	5	2	-
3. Speaking with parent-counselor or social workers	28	20	1	-	-
4. Other (specify activity)	14	8	2	-	-

TABLE XII

PARENT EVALUATION OF HEADSTART PROGRAM

II. Reactions to experiences my child had in Headstart Program.

1. How well did your child enjoy the program"

Enjoyed Very much	Average Enjoyment	Did not like Very much
80	10	-

2. How much progress did your child make this summer?

Very much	Some	Not much
54	32	-

3. How does your child feel about school in the fall?

More anxious to begin	Same as Before	Less Anxious to begin
74	8	1

4. How does your child's behavior compare with what it was before class started?

Better now	Same	Worse
56	27	-

5. How do you feel about the value of the summer program for your child?

Well worthwhile	Some Value	Little value
74	10	-

TABLE XIII

PARENT EVALUATION OF HEADSTART PROGRAM

Child (continued)

	Very much worthwhile	Worth-while	Occasionally Worthwhile	Waste of Time
1. Medical examination	67	11	1	-
2. Dental examination	51	17	-	-
3. Increased experiences with variety of toys and games	56	23	2	-
4. Opportunity to attend school at an early age	61	18	-	-
5. Increased experiences with a variety of books, stories, and music	65	15	-	-
6. Trips into the community	37	12	-	-
7. Individual attention given each child by teacher and aides	60	17	-	-
8. Opportunity to participate in group activities with other children	71	14	-	-

TABLE XVI

PARENT EVALUATION OF HEADSTART PROGRAM

V. Home

	Much more	More	Little More	Not at all
1. Am aware of new things my family and I can do in the community	2	38	3	9
2. Feel that the community cares about me and my problems	5	41	5	7
3. Have learned new things about raising children	9	21	10	12
4. Have been given new ideas about how to take care of my family	6	25	5	12
5. Feel hopeful about my child's future	27	33	2	2
6. Feel better able to handle family arguments that arise	5	24	7	11
7. Have made new friends	9	37	8	3

TABLE XIV

PARENT EVALUATION OF HEADSTART PROGRAM

As a result of attending the Headstart Program my child was affected in the following ways.

	Much Better	Better	No Change	Worse
1. Getting along with other children	42	33	9	-
2. Self-confidence	43	34	5	-
3. Speaking ability	34	35	14	-
4. Every day manners	29	43	10	-
5. Finishing what he starts	28	39	15	-
6. Doing what he is told	30	38	14	1
7. Interest in new things	44	35	3	-
8. Doing things on his own	37	36	9	-

APPENDIX D

BUDGET BREAKDOWN

The items presented in the following pages reflect some budget breakdown for both the planning and operational phases and includes Harold County salary schedules for the 1967-68 school term as justification of salaries proposed in the budget.

BUDGET ITEMS

Re: Consultants Honorarium University of Brewster, Manor, Tappan

Personnel	August 16 - 31, 1967	Cost
Investigator No. 1		$ 550
Investigator No. 2		1,070
		$1,620
	June 1 - June 30, 1968	
Investigator No. 1		$1,150
Investigator No. 2		1,120
Investigator No. 3		1,285
Investigator No. 4		1,100
Projects Coordinator		1,740
		$6,495
	Total	$8,115

TAPPAN TEACHERS SALARY SCHEDULE

Beginning September 1, 1968

Type of Certificate	Begin 1st Yr	Beign 2nd Yr	Begin 3rd Yr	Begin 4th Yr	Begin 5th Yr	Begin 6th Yr	Begin 7th Yr	Begin 8th Yr	Begin 9th Yr	Begin 10th Yr	Begin 11th Yr	Begin 12th Y
T-7						$7,525	$7,734	$7,850	$8,040	$8,156	$8,307	$8,424
T-6				$6,770	$6,975	7,076	7,271	7,372	7,548	7,649	7,788	7,889
T-5	$5,256	$5,498	$5,716	5,914	6,103	6,190	6,361	6,448	6,609	6,696	6,820	6,907
B-5	5,028	5,228	5,430	5,611	5,779	5,859	6,018	6,098	6,242	6,322	6,439	6,518
T-4	4,800	4,959	5,143	5,303	5,455	5,547	5,674	5,747	5,847	5,947	6,057	6,129
B-4	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700
P-4	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600
T-3				4,315	4,452	4,457	4,522	4,557	4,592	4,627	4,622	4,697
B-3				4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215
T-2				3,987	4,005	4,044	4,083	4,122	4,161	4,200	4,239	4,278
				3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,88

TAPPAN TEACHERS SALARY SCHEDULE

BEGINNING SEPTEMBER 1, 1968

(Approved by the State Board
of Education March 15, 1968)

Begin 3rd Yr	Begin 4th Yr	Begin 5th Yr	Begin 6th Yr	Begin 7th Yr	Begin 8th Yr	Begin 9th Yr	Begin 10th Yr	Begin 11th Yr	Begin 12th Yr	Begin 13th Yr	Begin 14th Yr	Begin 15th Yr
			$7,525	$7,734	$7,850	$8,040	$8,156	$8,307	$8,424	$8,577	$8,693	$8,846
	$6,770	$6,975	7,076	7,271	7,372	7,548	7,649	7,788	7,889	8,028	8,129	8,267
$5,716	5,914	6,103	6,190	6,361	6,448	6,609	6,696	6,820	6,907	7,031	7,118	7,242
5,430	5,611	5,779	5,859	6,018	6,098	6,242	6,322	6,439	6,518	6,640	6,719	6,818
5,143	5,308	5,455	5,527	5,674	5,747	5,875	5,947	6,057	6,129	6,248	6,320	6,393
4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700
4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600
	4,315	4,452	4,457	4,522	4,577	4,592	4,627	4,662	4,696	4,732	4,767	4,800
	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215
	3,987	4,005	4,044	4,083	4,122	4,161	4,200	4,239	4,278	4,317	4,358	4,400
	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887

HAROLD COUNTY SALARY SCHEDULES FOR SUB-PROFESSIONALS
(For 10 Months Employment)

January 6, 1968

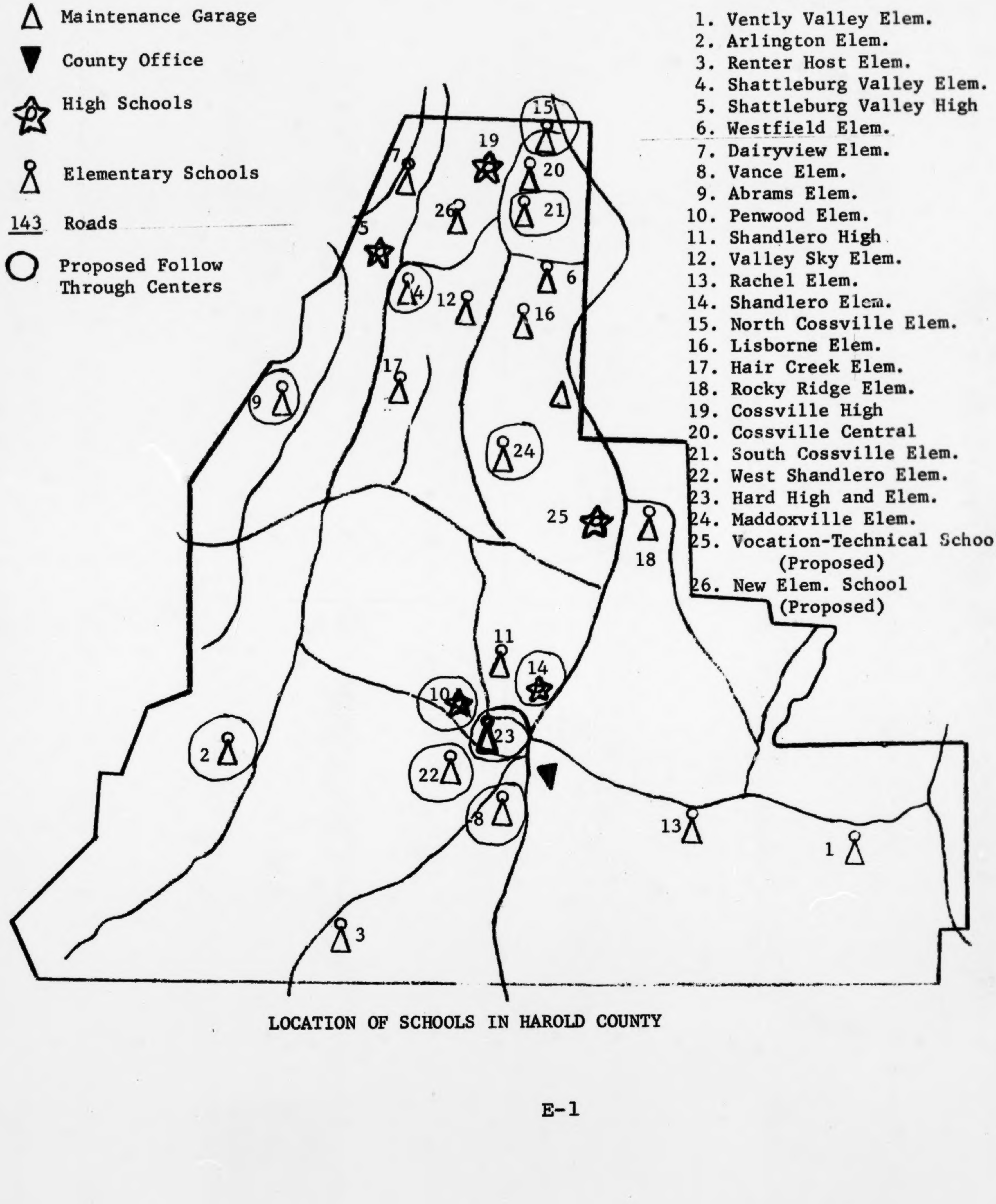
	1	2	3	4	5	7	9	11	13	15
90 Semester Hours	$ 380.50 3,805.00	$ 383.00 3,830.00	$ 385.50 3,855.00	$ 388.00 3,880.00	$ 400.60 4,006.00	$ 409.00 4,090.00	$ 417.40 4,174.00	$ 417.40 4,174.00	$ 417.40 4,174.00	$ 417.40 4,174.00
60 Semester Hours	$ 346.90 3,469.00	$ 349.40 3,494.00	$ 351.90 3,519.00	$ 354.40 3,544.00	$ 358.60 3,586.00	$ 362.80 3,628.00	$ 375.40 3,754.00	$ 375.40 3,754.00	$ 375.40 3,754.00	$ 375.40 3,754.00
Less Than 60 Semester Hours	$ 264.00 2,640.00	$ 272.00 2,720.00	$ 280.00 2,800.00	$ 288.00 2,880.00	$ 296.00 2,960.00	$ 296.00 2,960.00	$ 296.00 2,960.00	$ 296.00 2,960.00	$ 296.00 2,960.00	$ 296.00 2,960.00
Less Than 20 Semester Hours	$ 240.00 2,400.00	$ 248.00 2,480.00	$ 256.00 2,560.00	$ 264.00 2,640.00	$ 272.00 2,720.00	$ 272.00 2,720.00	$ 272.00 2,720.00	$ 272.00 2,720.00	$ 272.00 2,720.00	$ 272.00 2,720.00
High School Diploma	$ 224.00 2,240.00	$ 232.00 2,320.00	$ 240.00 2,400.00	$ 248.00 2,480.00	$ 256.00 2,560.00	$ 256.00 2,560.00	$ 256.00 2,560.00	$ 256.00 2,560.00	$ 256.00 2,560.00	$ 256.00 2,560.00

6 Days Sick Leave - Noncumulative

Effective Februaryl, 1968

APPENDIX E

OUTLINE MAP OF HAROLD COUNTY


Maintenance Garage
County Office
High Schools
Elementary Schools
143 Roads
Proposed Follow Through Centers

SCHOOLS

1. Vently Valley Elem.
2. Arlington Elem.
3. Renter Host Elem.
4. Shattleburg Valley Elem.
5. Shattleburg Valley High
6. Westfield Elem.
7. Dairyview Elem.
8. Vance Elem.
9. Abrams Elem.
10. Penwood Elem.
11. Shandlero High
12. Valley Sky Elem.
13. Rachel Elem.
14. Shandlero Elem.
15. North Cossville Elem.
16. Lisborne Elem.
17. Hair Creek Elem.
18. Rocky Ridge Elem.
19. Cossville High
20. Cossville Central
21. South Cossville Elem.
22. West Shandlero Elem.
23. Hard High and Elem.
24. Maddoxville Elem.
25. Vocation-Technical School (Proposed)
26. New Elem. School (Proposed)

LOCATION OF SCHOOLS IN HAROLD COUNTY

STATEMENTS OF INTER-AGENCY SUPPORT

Action taken by the Harold County Board of Education relative to the Headstart Follow Through project proposal and letters pledging the cooperation and support of the Public Health Department, the Northwest Tappan Economic Opportunity Autnority, Incorporated, and a local dentist who has assisted in the year-round Headstart dental program, is found in this section.

HAROLD COUNTY DEPARTMENT OF EDUCATION

P.O. BOX 590

SHANDLERO, TAPPAN

35020

May 30, 1968

J.S. Goodson, Superintendent

Phone: 514-3165

To Whom It May Concern:

The Harold County Board of Education in regular session on May 19, 1968, officially approved the filing of an application for a Follow-Through program for Headstart through the Office of Health, Education and Welfare with funds appropriated through the Office of Economic Opportunity. All members of the Board of Education were present. They are: Edgar H. Haper, Rufus Harris, Louis Harper, Joe. T. Smith, and Levin Weiss.

The following is copied from the official minutes of May 9th:

> "Motion was made by Mr. Smith and seconded by Mr. Weiss that the Harold County Board of Education hereby instructs the Superintendent to have prepared and filed with the Office of Health, Education, and Welfare an application requesting funding of a Headstart Follow-Through program for the Harold County Schools. Motion passed unanimously."

This twentieth day of May, 1968.

HAROLD COUNTY BOARD OF EDUCATION

J.S. Goodson
Superintendent of Schools

NORTHWEST TAPPAN

ECONOMIC OPPORTUNITY AUTHORITY, INC.

P.O. BOX 595

SHANDLERO, TAPPAN 356020

DAVID D. POWELL
Executive Director

PHONE: Area 106
514-8165

May 29, 1968

Dr. J.S. Goodson
Superintendent
Harold County Dept. of Education
P.O. Box 590
Shandlero, Tappan 35020

Dear Dr. Goodson:

I would like to take this opportunity to pledge to you and your staff our full cooperation in your proposed "Follow Through Program" for Head Start children. We as a staff and as a Corporation will be willing to share in program guidance, evaluation, and any other capacity where we can be of help.

I would further like to express a full vote of confidence in your ability as a staff and as a school system in the conduct and administration of this program. Certainly the program is most timely and desperately needed if we are to continue to work at the process of changing the current trends of poverty. We agree that changes in overall cultural and educational approaches to the problem must be evidenced and we are pleased to know that this phase of the educational process will be under your supervision.

To assist in your community involvement processes, may we offer the aid of our Corporation's Area Board, County Council, and Community Committee structures as, well as our staff. They will be available to serve in an advisory role in planning, implementing, and operating processes of your Follow Through Program.

Again may I congratulate you on your undertaking of this program. As we may be of service, please let us know. We will look forward to working with you.

Sincerely yours,

Donald Baylor, Executive Director

DEPARTMENT OF PUBLIC HEALTH

SHANDLERO, TAPPAN 35020

HEALTH DISTRICT 28

COUNTIES OF HAROLD, SHATTOGAY, DOPE & LAROSA

B.L. Coulton, M.D.
DISTRICT DIRECTOR

May 29, 1968

Northwest Tappan Economic Opportunity Authority, Inc.
P.O. Box 595
Shandlero, Tappan

Attn: Dr. J.S. Goodson

Dear Mr. Goodson:

I am pleased to inform you that Public Health District # 28, including the Health Departments of Harold, Shattogay, Dope and LaRosa will cooperate with the Northwest Tappan Economic Authority and with the Community Action Agency Committee in supporting the Follow-Through Headstart Program in the same manner as the Headstart Program.

Sincerely yours,

B.L. Coulton, M.D.
District Director

BY

(Mrs.) Constance Flowers
Dist. Director of Nursing

VSE:ttm

PAUL G. ORR, JR., D.D.S.

SHANDLERO, TAPPAN

May 30, 1967

Dr. J.S. Goodson, Superintendent
Harold County Schools
Box 590
Shandlero, Tappan 35020

Dear Dr. Goodson:

We are pleased to know that you are planning to present a Follow Through Project for the Headstart children. The needs I have evidenced in dental problems alone surely warrant the effort.

I will cooperate with the school system in trying to provide dental services personally or through other sources.

Yours very truly,

Paul G. Orr, Jr.
D.D.S.

Part V

Review of Related Literature and Research

REVIEW OF RELATED RESEARCH AND LITERATURE

Suggested list of books on curriculum and methods of teaching early childhood that will be helpful to the teacher of educationally deprived children in:

a. understanding the development of young children

b. planning the curriculum and teaching

c. organizing the program for young children, and

d. planning the physical facilities and selected equipment.

Association for Childhood Education International. *Toward Better Kindergartens*. Washington, D. C.: the Association, 1967. $1.25.

____________. *Readings from Childhood Education*. Washington, D.C.: the Association, 1966. $3.75.

Hammond, Sarah Lou and Others. *Good Schools for Young Children*. New York: The Macmillan Company, 1963.

Heffernan, Helen and Vivian Edminston Todd. *The Kindergarten Teacher*. Boston: D.C. Heath and Company, 1960.

____________. *The Years Before School*. New York: The Macmillan Company, 1964.

Pitchler, Evelyn Goodenough, Miriam G. Lasher, Sylvia Feinburg, and Nancy C. Hammond. *Helping Your Children Learn*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, 1966.

Rudolph, Marguerita and Dorothy H. Cohen. *Kindergarten -- A Year of Learning*. New York: Appleton-Century-Crofts, 1965.

Spodek, Bernard and Helen Robinson. *New Dimensions in the Kindergartens*. New York: Teachers College Press, Columbia University, 1965. $2.95.

U. S. Department of Health, Education and Welfare. *Educating Children in Nursery Schools and Kindergartens*. Bulletin No. 11. Washington, D.C.: U.S. Government Printing Office, 1964. $.35.

Wann, Kenneth, Miriam Dorn and Elizabeth Liddle. *Fostering Intellectual Development in Young Children*. New York: Teachers College Press, Comumbia University, 1965. $1.95.

Suggested list of early childhood textbooks that will help the teacher understand the growth and development of educationally deprived young children.

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Gardner, Bruce. Development in Early Childhood. New York: Harper and Row, 1964.

Hawkes, Glenn R. and Damaris Pease. Behavior and Development From 5 to 12. New York: Harper and Row, 1962.

Hurlock, Elizabeth B. Child Development. 4th Edition. New York: McGraw-Hill Book Company, 1964.

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EQUIPMENT AND SUPPLIES

Association for Childhood Education International. Recommended Equipment and Supplies for Nursery, Kindergarten. Bulletin No. 39. Washington, D.C.: the Association, 1200 - 15th St., N.W., 1964. $1.25.

Bureau of Child Development and Parent Education. Suggested Equipment for Four and Five-Year-Old Kindergarten Children. Albany, New York: The Bureau, 1948.

MISCELLANEOUS

Association for Childhood Education International. Children and Oral Language. Washington, D.C.: the Association. 1966. $1.00.

___________. Early Childhood - Crucial Years for Learning. Washington, D.C.: the Association. 1966. $1.25

PERIODICALS

- National Association for the Education of Young Children, 1629 - 21st Street, N.W., Washington, D.C. 20009

  - A current list of many useful publications by the Association is available on reuqest. Young Children is published monthly from September through May. ($5.00)

- Association for Childhood Education International, 1200 - 15th Street, N.W., Washington, D.C.

  - A current list of many useful publications by the Association is available on request. Childhood Education is published monthly from September through May. ($5.00)

____________. *Music for Children's Learning*. Washington, D.C.: the Association, 1965. $.75.

____________. *Young Children and Science*. Washington, D.C.: the Association, 1965. $1.25.

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____________. *The Young Child - Reviews of Research*. Washington, D.C.: the Association, 1967. $3.75.

____________. *What is Music for Young Children*. Washington, D.C.: the Association, 1966. $.75.

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____________. "The Administrator Looks at the Kindergarten." *Young Children*. Washington, D.C.: the Association, March, 1966.

____________. "Why Kindergarten." *Young Children*. Washington, D.C.: the Association, May, 1966. $1.00.

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U.S. Department of Health, Education, and Welfare. *A Creative Life for Your Child*. Washington, D.C.: Children's Bureau Publication, 1962.

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THE SOCIAL AND CULTURAL ENVIRONMENT

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